DOCUMENT RESUME

ED 310 016 SO 020 079

TITLE	Civic Virtues and Character Development among Youth. A Leadership Symposium Hosted by the Education Commission of the States (Philadelphia, Pennsylvania, July 24, 1985). No. CD-85-1.
INSTITUTION	Education Commission of the States, Denver, Colo.
PUB DATE	24 Jul 85
NOTE	70p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; Elementary Secondary Education; *Ethical Instruction; Information Sources; Resource Materials; *Values Education
IDENTIFIERS	Character Development; *Civic Values

ABSTRACT

A belief that teachers and the school environment cannot be neutral forces in terms of shaping attitudes and behavior, that a publicly supported school should make no apology for trying to help young people understand and incorporate into their lives those civic virtues that almost everyone agrees are important to a democracy, plus a perceived need for more dialogue and research in this area underlies this symposium on the topic of values education. Approximately 200 key policy makers in the United States who provide leadership in citizenship education and character development at the K-12 levels of schooling were invited to attend. Presented in this document are: the symposium agenda; a list of 23 principles developed by participants for advancing civic virtues and character development among youth; a list of the participants; a bibliography of 102 readings recommended by the invitees; and copies of 19 handouts provided by the symposium presenters which explain the various programs and goals of their respective institutions. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED310016

1-18-89-6

CIVIC VIRTUES AND CHARACTER DEVELOPMENT AMOUNG YOUTH

No. CD-85-1

SO 020 079

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SHERRY F WALKER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Civic Virtues and Character Development Among Youth

No. CD-85-1

a leadership symposium hosted by
The Education Commission of the States

July 24, 1985
The Hershey Hotel
Philadelphia, Pennsylvania

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

Additional copies of this report may be obtained for $8.00 from the Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295, (303) 830-3600.

The views expressed in this paper are the authors' and do not necessarily reflect the views of the Education Commission of the States.

The Education Commission of the States is a nonprofit, nationwide interstate compact formed in 1965. The primary purpose of the commission is to assist governors, state legislators, state education officials and others to develop policies to improve the quality of education at all levels. Forty-eight states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS central offices are at 1860 Lincoln Street, Suite 300, Denver, Colorado 80295. The Washington office is in the Hall of the States, 444 North Capitol Street, N.W., Suite 248, Washington, D.C. 20001.

It is the policy of the Education Commission of the States to take affirmative action to prevent discrimination in its policies, programs and employment practices.

CONTENTS

I. Foreword

II. Symposium Agenda

III. Principles

IV. Invitees

V. Recommended Readings

VI. Next Steps

VII. Handouts

FOREWORD

Like most important issues in education today, values education evokes a variety of opinions. Research is scarce. Yet most people do not look to research in forming their opinions about citizenship education and character development.

The Symposium idea grew out of numerous conversations with people interested in this topic and out of my reading at ECS as a Conant Senior Fellow. Frankly, this experience has left me with some fairly strong conclusions —

- No educational experience, good or bad, can be value-free. Teachers and the school environment can not be "neutral" forces in terms of shaping attitudes and behavior.

- A publicly supported school should make no apology for trying to help young people understand and incorporate into their lives those civic virtues that almost everyone agrees are important to a democracy.

- Professional educators, to the dismay of the majority of the public, have neglected serious and thoughtful attention to this general area for the last couple decades.

- Achievement in mastering "the basics" through school-based learning is intricately tied to a learner's self-concept, attitudes toward others and similar developmental variables.

- We need more dialogue, more research, more public debate, more evaluation of current programs, and incentives to create new programs that address the topic of this symposium.

I respect the words of caution from some credible sources as we delve into this sensitive area. But those of us who believe freedom, equity and justice are enhanced -- and not threatened -- through good strategies and curricular materials in the schools must now step out with more boldness and creativity. The good that is already going on in these areas needs visibility so that more local schools will understand their opportunities.

Robert C. Andringa
Conant Senior Fellow

AGENDA

CIVIC VIRTUES AND CHARACTER DEVELOPMENT AMONG YOUTH

A Symposium Sponsored
By
Education Commission of the States

July 24, 1985
Philadelphia, PA

I. Welcome and Overview - Bob Andringa, Conant Senior Fellow at ECS

II. Our Common Challenge - John Buchanan, President, Council for the Advancement of Citizenship

III. Lessons from History - R. Freeman Butts, Senior Fellow of the Kettering Foundation and Visiting Scholar at The Hoover Institution

IV. Five-Minute Briefs
   A. Charles Quigley, Center for Civic Education
   B. Jay Mulkey, American Inst.for Character Educ.
   C. Mike Buscemi, The Quest National Center

V. General Discussion

VI. The Federal Interest - Jack Klenk, U.S. Dept of Educ

VII. State Initiatives
   A. Maryland - Mary Ann Kirk, Citizenship Education Foundation
   B. Tennessee - Charles Cagle, Dept of Education

BREAK

Please see next page ...

VIII. Local Experiences
   A. Jim Sarnecki - Baltimore, MD
   B. Jim Casey - Champaign, IL

IX. Small Group Discussions at Table: Write Three Consensus Principles for Advancing Civic Virtues and Character Development Among Youth

X. Five-Minute Briefs
   A. Ed Wynne - Character II
   B. Terry Borton - My Weekly Reader
   C. Alan Jones - Prakken Publications
   D. Ruth Watenberg - Am Federation of Teachers

XI. Full Group Discussion

XII. Five-Minute Briefs
   A. Diane Eisenberg - Domestic Policy Association
   B. Andrea McAleenan & Maurice Weir - Cities In Schools, Inc.
   C. Ray English - Ethics and Public Policy Center
   D. Ray Rood - Azusa Pacific University
   E. David Gentry - Thomas Jefferson Research Center
   F. Barbara Presseisen - Research for Better Schools
   G. Chris Pipho - Education Commission of the States

XIII. Full Group Discussion

XIV. Wrap-up and Next Steps

NOTICE

The 3 presenters in agenda item IV will also be part of a seminar for ECS at 8:30 - 10:00 AM tomorrow on Citizenship Education and Character Development in Public Schools: Programs That Work.

PRINCIPLES FOR ADVANCING CIVIC VIRTUES AND CHARACTER DEVELOPMENT AMONG YOUTH

Working for a short time in groups of three, Symposium participants developed these suggestions:

1. States should develop flexible guidelines, not mandate programs.
2. Teachers, parents and interested others should agree on the definitions of character education, values, civic virtues, etc. before moving too far into programs.
3. Communities need a process to gain consensus on the basic values to be reinforced in the schools.
4. Allow parents to choose alternative approaches.
5. Teach more about out cultural heritage through history and the humanities.
6. Youth need an international perspective in these areas.
7. Community service projects are excellent ways for learning civic virtues; must experience, not just be told about them.
8. The education community needs more awareness of current programs, training models, etc. to build support.
9. Tie activities to Bicentennial programs over next couple years.
10. Curriculum requirements or mandates should be accompanied by systematic study and reporting of the effects and outcomes of these programs.
11. Teachers should have major input in the implementation of programs.
12. Schools should supplement the development of character that takes place in the home; not substitute for it.
13. School leaders must model good character in their daily decisions and behavior.
14. Students need the skills necessary to make informed decisions, as well as simply knowing about civic virtues.
15. Understanding of and appreciation for the democratic philosophy that undergirds our nation is essential for participating in the process of good citizenship.
16. Examples from history can be used to illustrate for students how logic and reason are applied to the making of national choices.
17. The teacher's role is to facilitate the development of students' skills; not to indoctrinate.

18. Central to citizenship and character education is an understanding of the history and contemporary role of religion in society; this can be done without promoting particular religions.

19. Any consideration of character development should include analysis of how outside influences affect young people, e.g., the media, business, etc.

20. Schools should define the accountability structure for incorporating character development through written plans.

21. School administrators need to provide support, encouragement, and assistance in measuring the results of these programs.

22. Schools can help kids get their parents involved in the education process. An essential for quality education.

23. It is important to start all of this in the early grades and emphasize throughout education.

INVITEES

Note: These individuals were recommended by a number of knowledgeable people as having a special interest in the topic. Please use this list as part of the growing network in this field.

(Underlined names represent those who attended the July 24, 1985 ECS Symposium in Philadelphia, PA.)

Amb. Theodore Achilles
The Atlantic Council of
the United States
1616 H Street, N.W.
Washington, D.C. 20006
O: (202) 347-9353

Bruce J. Anderson
Vice President
Danforth Foundation
231 S. Blemiston Ave.
St. Louis, MO 63105
O:

Dr. Charlotte C. Anderson
Staff Director
Youth Education for Citizenship
American Bar Association
750 North Lake Shore Drive
Chicago, IL 60611
O: (312) 988-5733

Dr. Robert C. Andringa
Preisdent
Discovery Network, Inc.
7412 S. Monaco Street
Englewood, Colorado 80112
O: (303) 773-8160

Kenneth S. Apfel
Legislative Assistant for Human
Resources
Office of the Senator Bill Bradley
United States Senate
731 Hart Senate Office Building
Washington, D.C. 20510
O: (202) 224-3224

Lee Arbetman
Deputy Director
National Institute for Citizen
Education in the Law
605 G Street, N.W.
Washington, D.C. 20001
O: (202) 624-8217

Stephen Arons
Associate Professor of Legal Studies
University of Massachusetts
Amherst, MA 01003
O: (413) 545-3536

J. Myron Atkin
Dean
School of Education
Stanford University
Stanford, CA 94305
O: (415) 497-2111

Dr. Richard Baer
Professor
Cornell University
Department of Natural Resources
Fernow Hall
Ithaca, New York 14853-0188
O: (607) 256-7797

Bob Balvin
Center for Study of Schools
2505 W. Charles
Baltimore, MD 21218
O:

Mr. James M. Banner, Jr.
Council for Basic Education
725 15th St., N.W.
Washington, D.C. 20005

John Barth
Director, Center for Responsible Citizenship
Freedoms Foundation
1156 Fifteenth St., N.W., Suite 530
Washington, D.C. 20005
O: (202) 293-6994

Honorable Gary Bauer
Undersecretary Designate
U.S. Department of Education
400 Maryland Ave., S.W.
FOB #6, Room 4079
Washington, D.C. 20202
O: (202) 245-7909

Dr. Peter L. Benson
President
Search Institute
122 W. Franklin, Suite 215
Minneapolis, Minnesota 55404
O: (612) 870-9511

Brigitte Berger
Chairman
Sociology Department
Wellesley College
106 Central Street
Wellesley, Massachusetts 02181
O: (617) 235-0332

Ms. Kathryn M. Borman
Department of Educational Leadership
College of Education
University of Cincinnati
Cincinnati, Ohio 45221
O:

Dr. Terry Borten
Editor in Chief, Weekly Reader
Xerox Education Publications
245 Long Hill Road
Middletown, Conn. 06457
O: (203) 638-2628

Mr. Carlton H. Bowyer
Professor/Chairman
Foundations of Education
College of Education
Memphis State University
Memphis, TN 38152
O: (901) 454-2725

Dr. Ronald Brandt
Executive Director
Association for Supervision and Curriculum Development
225 N. Washington Street
Alexandria, VA 22314
O:

Margaret Branson
Director, Curricula Services
Kern County Superintendent of Schools
Bakersfield, CA 93302
O:

Nancy Brown
Executive Director
Citizenship Education Clearing House
5234 Wells Avenue
St. Louis, Missouri 63113
O: (314) 367-6613

Mr. Robert Brown, Ph.D.
Department of Educational Psychology
University of Nebraska TC21
Lincoln, NE 68583
O:

Hon. John Buchanan
5619 Newington Road
Bethesda, MD 20016
O:

Don Burnes
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
O: (303) 830-3605

Mr. Joe R. Burnett, Dean
College of Education
University of Illinois
1310 S. 6th St.,
Champaign, IL 61820
O:

Joan N. Burstyn
Professor of Education
Graduate School of Education
Department of Women's Studies
Rutgers University, 10, Seminary Place
New Brunswick, NJ 08903
O: (201) 932-9331

Mike Buscemi
Senior Vice President
The Quest National Center
6655 Sharon Woods Blvd.
Columbus, Ohio 43229
O: (614) 882-6400
1-800-446-2700

Dr. E. Dean Butler
Foundations of Education
Memphis State University
Memphis, TN 38152
O:

Dr. R. Freeman Butts
Senior Fellow
Kettering Foundation
580 Arastradero Road, Apt. 204
Palo Alto, California 94306
O: (415) 494-2964

Mervyn Cadwallader, President
Western New Mexico University
Silver City, NM 88061
O:

Charles W. Cagle
Executive Assistant to the Commissioner
Tennessee Department of Education
Cordell Hull Building, Room 100
Nashville, Tennessee 37219
O: (615) 741-2731

Mr. Mark Cannon
Administrative Assistant
Office of the Chief Justice
Supreme Court of the United States
Washington, D.C. 20543
O: (202) 479-3416

Mr. Reid Carpenter
President
Pittsburgh Leadership Foundation
100 Ross Street, 4th Floor
Pittsburgh, PA 15219
O: (412) 281-3752

Mr. Jim Casey
Benjamin Franklin School
817 N. Harris
Champaign, IL 61820
O: (217) 351-3860
H: (217) 359-0006

Dr. John Casteen, III
Secretary
Office of the Governor
Richmond, Virginia 23219
O: (804) 786-1151

John Chandler
Prsident
Association of American College
1818 R. Street, N.W.
Washington, D.C. 20009
O:

Dr. Carlos E. Cortes
Department of History
University of California, Riverside
Riverside, CA 92521
O: (714) 787-5411 or 5401

Mark Curtis
AAC President-Emeritus
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009
O: (202) 387-3760

Mr. Gerald A. Dorfman
Senior Fellow and Curator, Hanna Collection
Hoover Institution, HHMB #302
Stanford University
Stanford, CA 94305
O: (415) 497-4427

Dr. Earl Dotson
Lions International Board, Member
2105 Nelson St.
Richmond, Virginia 23228
O: (804) 262-6703

Mr. Denis Doyle
Education Policy Studies Program
American Enterprise Institute
1150 17th St., NW
Washington, D.C. 20036
O: (202) 862-5800

Mr. Robert Duarte
64 Bates Road
Merrimac, New Hampshire 03054
O:

Mr. Wayne Dumas
College of Education
University of Missouri
Columbia, MO 65201
O:

Mr. Thomas Dynesson
Visiting Scholar
School of Education
Stanford University
Stanford, CA 94305
O:

Richard Ekman
Director
Division of Research Programs
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
O: (202) 786-0200

Diane U. Eisenberg
Executive Director
Council for the Advancement of Citizenship
One DuPont Circle, Suite 520
Washington, D.C. 20036
O: (202) 861-2583

Mr. Todd Endo
Director of Research & Evaluation
15 N. Fenwick St.
Fairfax County Public Schools
Arlington, Virginia 22201
O: (703) 698-0400
H: (703) 528)-1947

Dr. Raymond English
Vice President
Ethics and Public Policy Center
1030 15th Street, N.W., Suite 300
Washington, D.C. 20005
O: (202) 682-1200

Mr. Ray S. Erlandson, Jr.
Executive Vice President
American Institute for Character Education
P.O. Box 12617
San Antonio, Texas 78212-0617
O:

David V. Evans
Staff Director, Minority
Senate Subcommittee on Education
Arts and Humanities
United States Senate
428 Dirksen Senate Office Building
Washington, D.C. 20510
O: (202) 224-7666

Patrick Fagan
Director, The Child and
Family Protection Institute
721 2nd Street, N.E.
Washington, D.C. 20002
O:

Barbara Finkelstein
Center for the Study of Education
Policy and Human Values
College of Education
University of Maryland
College Park, MD 20742
O:

Chester E. Finn, Jr.
5404 Surrey Street
Chevy Chase, Maryland 20815
O:

H. George Frederickson
President
Eastern Washington University
Cheney, WA 99004
O:

Dr. George French
Director of Social Studies
School District of Philadelphia
21st and the Parkway
Philadelphia, PA 19103
O:

C. Hugh Friedman
School of Law
University of San Diego
Alcala Park
San Diego, California 92110
O:

Eileen Gardner
Education Policy Analyst
The Heritage Foundation
214 Massachusettes Ave., N.E.
Washington, D.C. 20002
O: (202) 546-4400

Mr. James Garvin, Ph.D.
Department of Education
Gordon College
255 Grapevine Road
Wenham, MA 01984
O:

Polly Gault
Staff Director
Subcommittee on Education
Arts and Humanities
United States Senate
Washington, D.C. 20510
O: (202) 224-2962

David Gentry
President
Thomas Jefferson Research Center
1143 N. Lake Avenue
Pasadena, California 91104
O: (818) 798-0791

Peter Gerber
Assistant Director
Excellence Network Div.
National Institute of Ed.
1200 19th St., N.W.
Room 222
Washington, D.C. 20208
O: (202) 254-7290

Bernard Gifford
Dean
School of Education
University of California, Berkley
Berkley, CA 94720
O: (415) 642-3726

Dr. June V. Gilliard
Director, Curriculum and Instruction
Joint Council on Economic Education
2 Park Avenue
New York, New York 10016
O: 212) 685-5499

Dr. Alan Ginsberg
Office of the Deputy Under Secretary
for Planning, Budget & Evaluation
400 Maryland Ave., S.W.
Washington, D.C. 20202

Mr. James M. Giarelli
Associate Professor
Graduate School of Education
Rutgers University
New Brusnwick, NJ 08903
O: (201) 932-7304

Dr. Allan A. Glatthorn
University of Pennsylvania
Graduate School of Education
Philadelphia, PA 19104
O:

Dr. Stephen Glen
Director
Family Development Institute, Inc.
P.O. Box 4735
Fresno, California 93744
O: (209) 227-3244

Charles Glenn
Director
Bureau of Equal Educational Opportunity
MA Department of Education
1385 Hancock Street
Quincy, MA 02169
O:

Mr. Frank Goble
Thomas Jefferson Research Center
1143 N. Lake Ave.
Pasadena, California 91104
O: (818) 798-0791

Mr. Nick Goble
Assistant Executive Director
Pennsylvania School Board Assoc.
412 North Second Street
Harrisburg, PA 17101
O: (717) 233-1642

Senator Jack Gordon
2555 Collins Avenue
Miami Beach, Florida 33140
O:

Dr. John Gould
Glenmeade Trust Company
229 South 18th Street
Philadelphia, PA 19103
O:

Dr. Cathy Grace
Consultant
Early Childhood
Mississippi Department of Education
P.O. Box 771
Jackson, Mississippi 39205-0771
O:

Gerald Grant
Professor of Cultural Foundations
of Education & Sociology
265 Huntington Hall
Syracuse University
Syracuse, New York 13210
O: (315) 423-3343

Dr. Tom Green
School of Education
263 Huntington Hall
Syracuse University
Syracuse, New York 13210
O:

Peggy Greene
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
O: (303) 830-3612

Richard E. Gross
School of Education
Stanford University
Stanford, CA 94305
O:

Marcella Hadeed
Free Congress Foundation
721 2nd Street, N.E.
Washington, D.C. 20002
O: (202) 546-3004

Norman Haight
Public Affairs and Citizenship Program
Maxwell School of Citizenship and
Public Affairs
Syracuse University
Syracuse, New York 13210
O:

Ms. Frances Haley
Executive Director
National Council for the Social Studies
3501 Newark St., N.W.
Washington, D.C. 20016
O: (202) 966-7840

Mr. Paul R. Hanna
Senior Fellow
Hoover Institution
Stanford University
Stanford, CA 94305
O:

Mark I Harrison
1001 North Central Avenue
Phoenix, Arizona 85004
O: (602) 257-5800

Judith D. Hines
Vice President and Director
American Newspaper Publishers
Association Foundation
The Newspaper Center, Box 17407
Dulles Airport
Washington, D.C. 20041
O: (703) 620-9500

Mr. Jack Hoar
Supervisor of Social Studies
Long Beach Public Schools
184 Rivo Alto Canal
Long Beach, CA 90803
O:

Harry Hogan
6212 Redwing Ct.
Bethesda, Maryland 20817
O:
H: (301) 229-0186

Mr. J. Douglas Holladay
Associate Director
Office of Public Liaison
The White House
Washington, D.C. 20500

Sidney Hook
Senior Fellow
Hoover Institution
Stanford University
Stanford, CA 94305
O:

Honorable James B. Hunt
Law Firm of Spruilll and Spruill
P.O. Box 30398
Raleigh, North Carolina 27619-0398
O: (919) 787-7216

David Imig
Executive Director
American Association of Colleges
for Teacher Education
One Dupont Circle, Suite 610
Washington, D.C. 20036

Mr. Peb Jackson
Vice President
Focus on the Family
P.O. Box 500
Arcadia, CA 91006

Stephen A. Janger
President
Close Up Foundation
1235 Jefferson Davis Highway
Arlington, Virginia 22202
O: (703) 892-5400

Mr. John Jarolimek
National Council for the Social Studies
16215 104th Ave., N.E.
Bothel, WA 98011

Alan H. Jones
Executive Editor
The Education Digest
Prakken Publications, Inc.
P.O. Box 8623
4615 Longshore Drive
Ann Arbor, MI 48107
O: (313) 769-1211

Mr. James Kelly
President
Spring Hill Center
P.O. Box 288
Wayzata, MN 55391
O:

Professor Ralph Ketcham
Public Affairs and Citizenship Program
Maxwell School of Citizenship
and Public Affairs
Syracuse University
Syracuse, New York k 13210
O:

James C. Kielsmeier, Ph.D.
President
National Youth Leadership Council
Center for Youth Development
and Research
386 McNeal Hall
University of Minnesota
St. Paul, Minnesota 55108
O: (612) 376-7624

Joe Kilpatrick
Z. Smith Reynolds Foundation, Inc.
101 Reynolda Village
Winston-Salem, North Carolina 27106
O: (919) 725-7541

Jon Rye Kinghorn
Program Officer
Domestic Policy Association
5335 Far Hills Avenue
Dayton, Ohio 54529
O: (513) 434-7300

Mr. Robert J. Kingston
Executive Director
Public Agenda Foundation
6 East 39th St.
New York, New York 10016
O: (212) 686-6610

Mary Ann Kirk
Executive Director
The Citizenship Education
Foundation, Inc.
14609 Chesterfield Road
Rockville, Maryland 20853
O:

Michael W. Kirst
School of Education
Stanford University
Stanford, CA 94305
O:

Dr. John D. Klenk (Jack)
Director
Planning and Evaluation Services, OPBE
U.S. Department of Education
400 Maryland Ave., S.W., Suite 4079
Washington, D.C. 20202
O: (202) 472-5032

Irving Kristol
Editor
The Public Interest
10 East 53rd Street
New York, NY 10022
O: (212) 593-7124

Judith F. Krug
Director
Office of Intellectual Freedom
American Library Association
50 East Huron Street
Chicago, IL 60611
O: (312) 944-6780

Stuart Langton
Executive Director
Lincoln Filene Center for
Citizenship & Public Affairs
Tufts University
Medford, MA 02155
O: (617) 628-6387

Charles Lawrence III
University of San Francisco
Law School
San Francisco, CA 94101
O:

Charles Lee, Jr.
859 Shadeland Dr.
Danville, Kentucky 40422
O:

Dr. Ernest Lefever
President
Ethics and Public Policy Center
1030 Fifteenth Street, N.W.
Suite 300
Washington, D.C. 20817
O: (202) 682-1200

Mr. Robert Lehman
Vice President
Charles F. Kettering Foundation
5335 Far Hills Ave.
Dayton, OH 45429
O:

Alan Levine
Special Committee on Youth
Education for for Citizenship
American Bar Association
Kronish, Lieb, Shainswit,
Weiner & Hellman
1345 Avenue of the Americas
New York, New York 10105
O: (202) 841-6260

Dr. Joan Lipsitz
Center for Early Adolescense
Suite 223
Carr Mill Mall
Carrboro, North Carolina 27510
O: (919) 966-1148

Rick Little
President
The Quest National Center
6655 Sharon Woods Blvd.
Columbus, Ohio 43229
O: (614) 882-6400
1-800-446-2700

Ben Love
Boy Scouts of America
Chief Scout Executive
1325 Walnut Hill Lane
Irving, Texas 75038-3096
O: (214) 659-2000

Mr. Christopher J. Lucas
College of Education
University of Missouri
Columbia, MO 65201
O:

Ms. Sherry Magill
Executive Assistant to the President
Wye Faculty Seminar
Washington College
Chestertown, MD 21620
O: (301) 778-2800

John Maguire
President
Claremont Graduate School
Harper Hall
Claremont, CA 91711
O:

Sheilah Mann, Ph.D.
Director, Project 87
1527 New Hampshire Ave., N.W.
Washington, D.C. 20036
O: (202) 483-2512

Stephen J. Markman
Chief Counsel
Subcommittee on the Constitution
United States Senate
Washington, D.C. 20510
O: (202) 224-1048

Andrea C. McAleenan
Director of Communications
Cities In Schools, Inc.
1110 Vermont Ave., N.W., Suite 1120
Washington, D.C. 20005
O: (202) 861-0230

Dr. Rockne McCarthy
Professor of History
Dordt College
Sioux Center, Iowa 51250
O: (712) 722-3771

Malcolm McCormack
Executive Director
Harry S. Truman Scholarship Foundation
712 Jackson Place, N.W.
Washington, D.C. 20006
O: (202) 395-4831

Robert L. McElrath
Commissioner, Education
100 Cordell Hull Building
Nashville, Tennessee 37219
O:

Dr. Larry T. McGehee
Vice President for Development
and Professor of Religion
Wofford College
Spartanburg, SC 29301
O: (803) 585-4821

Onalee McGraw
6542 Hitt Avenue
McLean, Virginia 22101
O: (703) 893-4912

Liz McPike
Editor
The American Educator
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
O: (202) 879-4407

Jay McTighe
Maryland State Dept. of Education
200 W. Baltimore Street
Baltimore, MD 21202
O:

Mrs. Janet McVey
Principal
Schimmel Elementary School
548 S. 17th Street
Harrisburg, PA 17104
O: (717) 255-2629
H: (717) 545-8488

Don Meicklejohn
Professor Emeritus
Public Affairs and Citizenship Program
Maxwell School of Citizenship
and Public Affairs
Syracuse University
Syracuse, New York 13210
O:

Dr. Arthur I. Melvin
Executive Director
Century III Foundation
330 Oak Brook Road
Oak Brook, IL 60521
O: (312) 654-3000

Marian R. Melvin
Executive Secretary
Century III Foundation
330 Oak Brook Road
Oak Brook, IL 60521
O: (312) 654-3000

Mary Kaye Merwin
Director, Programs
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
O: (301) 656-9000

Robert W. Miller
President
Freedoms Foundation at Valley Forge
P.O. Box 706
Valley Forge, PA 19481
O:

Mr. William E. Milliken
President
Cities in Schools, Inc.
1110 Vermont Avenue, N.W.
Washington, D.C. 20005
O:

Mark Molli
Administrative Assistant
The Honorable Augustus Hawkins
House of Representatives
Washington, D.C. 20515
O:

Alex Molnar
Professor
School of Education
University of Wisconsin, Milwaukee
Milwaukee, WI 53201
O: (414) 963-4814

Vivian Monroe
Executive Director
Constitutional Rights Foundation
601 South Kinglsey Ave.
Los Angeles, California 90005
O: (213) 473-5019

Dr. Suzanne W. Morse
Program Officer
Charles F. Kettering Foundation
5335 Far Hills Ave., Suite 300
Dayton, OH 45429
O: (513) 275-6839

Dr. Young Jay Mulkey
President
American Institute for Character Education
P.O. Box 12617
San Antonio, Texas 78212-0617

Mr. Bernard Murchland
Professor of Philosophy
Visiting Scholar
The Kettering Foundation
Ohio Wesleyan University
Delaware, OH 43015
O: (614) 369-3708

Professor Paul L. Murphy
Department of History & American Studies
University of Minnesota
614 Social Science Tower
Minneapolis, MN 55455
O: (612) 376-3190

Richard John Neuhaus
Director
Center on Religion and Society
Rockford Institute
152 Madison Avenue, 24th Floor
New York, NY 10016
O: (212) 532-4320

Charles F. Obrecht
B.F. Obrecht and Sons
6310 Frankfort
Baltimore, MD 21206

Ms. Paula O'Connor
Director, Information Services
American Federation of Teachers
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
O: (202) 879-4457

Edward O'Neil
Director of Instructional and Professional Relations
School of Dentistry
University of North Carolina at Chapel Hill
Chapel Hill, NC 27514
O:

Mr. William F. O'Neill
School of Education
University of Southern California
Los Angeles, CA 90007
O:

Dr. John Orr
Dean, College of Education
University of Southern California
Los Angeles, California 90007
Mr. Charles Park
School of Education
University of Wisconsin
Whitewater, WI 54880
O:

Mr. Robert S. Peck
Director
Public Understanding About The Law
American Bar Association
750 North Lake Shore Drive
Chicago, IL 60611
O: (312) 988-5728

Dr. Chris Pipho
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
O: (303) 830-3604

Dr. Barbara Z. Presseisen
Associate Director, Urban Development
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123
O: (215) 574-9300 x246

Richard T. Prosser
Executive Director
Junior Statesman Foundation
633 Menlo Ave., Suite 100
Menlo Park, California 94025
O: (415) 327-2131

Judith Torney-Purta
Department of Human Development
Institute for Child Study
College of Education
University of Maryland
College Park, MD 20742
O:

Mr. Charles N. Quigley
Executive Director
Center for Civic Education/
Law in a Free Society
5115 Douglas Fir Road, Suite I
Calabasas, California 91302
O: (818) 340-9320

William Raspberry
Columnist
The Washington Post
1150 - 15th Street, N.W.
Washington, D.C. 20071
O: (202) 334-6000

Diane Ravitch
Professor
Teachers College
Columbia University
Morningside Heights
New York, NY 10027
O: (212) 678-3000

Mary Ann Raywid
Chair, Policy Studies
School of Education
Hofstra University
Hempstead, Long Island, N.Y. 11550
O: (516) 271-0661
H: (516) 560-5766

Alfred Regnery
Administrator
U.S. Office of Juvenile Justice
& Delinquency Prevention
O:

John Resenbrink
Political Science Department
Bowdoin College
Brunswick, Maine 04011
O:

Mr. Raymond P. Rood, Chairman
Department of Human Resource
Development
Azusa Pacific University
Highway 66 @ Citrus
Azusa, CA 91702

George C. Roche
President
Hillsdale College
Hillsdale, MI 49242
O: (517) 437-7341

Professor Kevin Ryan
Boston University
605 Commonwealth Avenue
Boston, Massachusetts 02215
O: (617) 353-3260
H: (617) 244-3097

James J. Sarnecki
Supervisor Elementary Education
Balitmore City Public Schools
1519 Winford Road
Baltimore, MD 21239
O: (301) 796-7236

General Alfred A. Sanelli
Chaplain, Assistant to the Superintendent
Valley Forge Military Academy and Junior College
Radnor Street Road
Wayne, PA 19087
O: (215) 688-1800

Robert L. Saunders
Dean
College of Education
Memphis State University
Memphis, TN 38152
O:

Sam Sava
Executive Director
National Association of Elementary School Principals
1920 Association Drive
Reston, Virginia 22901
O: (703) 620-6100

Gwen El Sawi
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
O: (301) 656-9000

Professor John Schwille
Institute for Research on Teaching
Michigan State University
East Lansing, Michigan
O:

Patrick Scully
Public Affairs and Citizenship Program
Maxwell School of Citizenship & Public Affairs
Syracuse University
Syracuse, New York 13210
O:

Mr. James P. Shaver
Associate Dean
School of Education
Utah State Unversity
Logan, Utah 84321
O:

Dr. John Silber
President
Boston University
147 Bay State Road
Boston, MA 02215
O:

Robert E. Slavin
Center for Social Organization of Schools
Johns Hopkins University
3503 N. Charles Street
Baltimore, Maryland 21218
O: (301) 338-8249

Mr. Peter A. Sola
Department of Foundations of Educ.
School of Education
Howard University
Washington, D.C. 20059
O:

Christina Sommers
Clark University
185 Davis Avenue
Brookline, Massachusetts 02146
O:

Dr. James Spellen
Executive Director
Association for Public Justice
806 15th Street, N.W.
Suite 218
Washington, D.C. 20005
O:

Mr. Irving Spitzburg
Association of American Colleges
1818 R St., N.W.
Washington, D.C. 20059
O:

Mr. Verne Stadtman
Vice President
Carnegie Foundation for the
Advancement of Teaching
5 Irvy Lane
Princeton, NJ 08540
O:

Mr. Manfred Stanley
Department of Sociology
Syracuse Unversity
Syracuse, NY 13210
O:

Dr. Bill Starr
President
National Center for Youth and Their
Families
7321 E. Dreyfus
Scottsdale, Arizona 85260
O: (602) 953-1852

Dr. Donald J. Steele, Jr.
National Director of Education
The Pacific Institute
100 W. Harrison Plaza
No. Tower, Suite 500
Seattle, Washington 98119
O: (206) 282-9840 x263

Jon Gary Sween
12822 N.E. 110th Court
Kirkland, Washington 98033
O:

Chuck Tampio
Assistant to the President
Close Up Foundation
1235 Jefferson Davis Highway
Arlington, Virginia 22202
O: (703) 892-5400

Ms. Faye Taylor
Director
Elementary Education
117 Cordell Hull Building
Nashville, TN 37219
O:

Charles Tesconi
Dean
School of Education and Social Services
University of Vermont
Burlington, VT 05405

Scott Thompson
Executive Director
National Association of Secondary
School Principals
1904 Association Drive
Reston, VA 22019
O:

Louis Trice
The Pacific Institute
100 W. Harrison Plaza
North Tower, Suite 500
Seattle, WA 98119

Hon. Ralph Turlington
Commissioner of Education
Department of Education
Tallahassee, FL 32301
O:

David Ushio
Executive Director
Presidential Classroom for Young
Americans
441 N. Lee Street
Alexandria, VA 22314
O: (703) 638-2234

Francis T. Villemain
School of Education
San Jose State University
San Jose, CA 95192
O:

Paul Vitz
Associate Professor of Psychology
New York University
Department of Psychology
New York, New York 10003
O: (212) 598-2736

Donald Warren
Chairman
Department of Education Policy,
Planning and Administration
College of Education
University of Maryland
College Park, MD 20742
O:

Janice P. Weaver
Department of Professional Studies
Glassboro State College
Glassboro, N.J. 08028

Mr. Maurice Weir
Vice President for Special Projects
Cities in Schools, Inc.
1110 Vermont Ave., N.W., Suite 1120
Washington, D.C. 20005
O: (202) 861-0230

Ms. Ricki Wertz
National Outreach Director
WQED
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213
O: (412) 622-1491

Joseph A. Westbrook
Spelman College
350 Spelman Lane
Atlanta, Georgia 03014
O:

John Westerhoff
Duke University Divinity School
Durham, NC. 27706
O: (919) 684-4035

John W. Whitehead
President
The Rutherford Institute
P.O. Box 510
Manassas, Virginia 22110
O:

Charles T. Williams
Director
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
O: (202) 822-7703

Herman Williams
Character Research Project
Union College
207 State Street
Schenectady, NY 12305
O:

Faustine Jones-Wilson
Editor
The Journal of Negro Education
School of Education
Howard University
Washington, D.C. 20059
O:

James Q. Wilson
Professor of Government
Harvard University
Littauer Center
Cambridge, MA 02138
O:

Ms. Amy Wolfson
Research Associate
Ethics Resource Center
1730 Rhode Island Ave., NW
Washington, D.C. 20036
O: (202) 223-3411

Edward A. Wynne
Editor
Character II
1245 West Gate Terrace
Chicago, IL 60607
O: (312) 996-5629

G.H. "Gil" Zitzelsberger
International Secretary
Kiwanis International
3636 Woodview Trace
Indianapolis, IN 56268
O:

RECOMMENDED READINGS RELATED TO CIVIC VIRTUES AND CHARACTER DEVELOPMENT AMONG YOUTH

NOTE: These were recommended by the people invited to a leadership symposium on this topic, hosted by the Education Commission of the States as part of its 20th Annual Meeting in Philadelphia, Pennsylvania, July 24, 1985

America Revised: History Textbooks in the Twentieth Century. Frances Fitzgerald. New York, N.Y.: Vintage Books, 1980. Valuable review of the vicissitudes of education and values since World War I.

Amoral America by George C.S. Benson and Thomas S. Engeman, 1975 -- revised edition 1982, Carolina Academic Press, Durham, N.C.

"Approaches to Values Education", Social Science Education Consortium Newsletter, November 1974.

Arendt, Hannah, The Human Condition

Aristotle's Ethics

Baer, Richard, "Teaching Values in the Schools: Clarification or Indoctrination", in Principal, Vol. 61, No. 3, January 1982, pp. 17-21, 36.

Bellah, Robert, et al., Habits of the Heart: Individualism and Commitment in American Life. University of California 1985.

Butts, R. Freeman, guest editor. Journal of Teacher Education, Vol. XXXIV, No. 6, November-December, 1983. Special issue containing 21 articles on "The Civic Education of the American Teacher.

Brown, John Seely. Idea Amplifiers -- New kinds of electronic learning environments. Educational Horizons, spring 1985, 63 (3), pp. 108-112.

Cannon, Mark W., "The Role of Value-Conveying Institutions in Undergirding or Undermining Constitutional Democracy," a paper delivered April, 1985, at the German-American Conference on the Development of Civic Competence and Responsibility Among Youth.

"Children's Rights and Adult Confusion," The Public Interest. Fall 1982.

"Citizenship Education: Guidelines for the New Pilgrims' Progress, Curriculum Report", Volume 14, Nunber 5, May 1985. Published by the National Association of Secondary School Principals, Reston, Virginia. Describes 13 different exemplary citizenship education programs/organizations.

Compelling Belief: The Culture of American Schooling, Arons, McGraw-Hill, NY 1983.

Constitutional Democracy vs. Utopian Democracy by Raymond English. Washington, D.C.: Ethics and Public Policy Center. Essay 42, 1983.

Daring to Dream: Law and the Humanities for Elementary Schools, Lynda Carl Falkenstein and Charlotte C. Anderson, editors. American Bar Association, 1980. (See foreward by R. Freeman Butts.)

Dewey, John, Experience and Education. Collier Books, New York, New York, 1971.

"Developing Character: Transmitting Knowledge," 1984 by the Thanksgiving Day Statement group c/o ARL, 2605 West 147th Street, Posen, IL 60649.

Dickson, Alec, A Chance to Serve. Dennis Dobson, London 1976.
"Discovering Consensus on a Moral Valuing Standard: A Descriptive and Experimental Study of Century III's Valuing Analysis Process" by Arthur I. Melvin. Reprinted from Dissertation Abstracts International. Vol. 40, No. 6, 1979

"Education and Values" by Denis P. Doyle. The College Board Review, No 118, Winter 1980-81.

Education by Choice, Coons and Sugarman, University of California Press, Berkeley

"Enhancing Student Character Development and Academic Learning" by Edward A. Wynne. Chicago Area: Award Winning Schools, 1984-85. College of Education, University of Illinois.

Frederickson, H. George and Chandler, Ralph Clark, editors. Public Adminsitration Review, March 1984. Special issue on "Citizenship and Public Administration," presenting proceedings of the National Conference on Citizenship and Public Service of April 14-16, 1983.

Freire, Paulo, Pedagogy of the Oppressed. The Seabury Press, New York, New York, 1973.

Four Essays on Liberty by Isaiah Berlin. London and New York: Oxford University Press, 1969. The essays are: "Political Ideas in the Twentieth Century," "Historical Inevitability," "Two Concepts of Liberty," and "John Stuart Mill and the Ends of Life." Berlin has brilliant insight into the demoralizing and dehumanizing idealogical-philosophical trends that threaten liberty in our century.

Freedom and Responsibility in the American Way of Life, Carl L. Becker, New York: Alfred A. Knopt, 1955.

Green, Thomas F., The Formation of Conscience in an Age of Technology (Syracuse University and the John Dewey Societym 1984).

Greenleaf, Robert K., Teacher as Servant: A Parable. Paulist Press, New York, 1979.

Heater, D. and Gillespie, J. (eds.). Political Education in Flux. London: Sage, 1981.

"Helping Students to Serve Society" by Julius Menacker, and Edward A. Wynne. Phi Delta Kappan. February, 1982.

Hill, Barbara Ann, editor. Liberal Education, Winter 1982. Special issue containing 14 articles on "The Civic Purposes of Liberal Education."

"Idea on Ethics Education Catches on Nationally" by Barbara Anderson. The Sun. January 3, 1985. San Bernardino, CA.

Ideology and Curriculum, Michael Apple, Routledge, Kegan Paul, Boston 1979.

Janowitz, Morris, The Reconstruction of Patriotism: Education for Civic Consciousness. The University of Chicago Press, Chicago, 1983.

Jones, Alan H., editor. Civic Learning for Teachers: Capstone for Educational Reform, the Proceedings of the Seminar on Civic Learning in the Education of the Teaching Profession, held November 11-13, 1984, at Stanford University. Volume to be published in July 1985 by Prakken Publications, Inc., of Ann Arbor, Michigan.

Journal on Teacher Education, AACTE, Vol. 34, No. 6 (Nov-Dec 1983), Special Issue: "The Civic Education of the American Teacher".

Lazerson, Marvin; McLaughlin, Judith Block; McPherson, Bruce; & Bailey, Stephen K. An Education of Value. Cambridge, Eng: Cambridge University Press, 1985.

"Learning from Dutch Education" by Charles L. Glenn, Jr. The Reformed Journal. Vol. 34, Issue 9, September, 1984.

Arthur Levine, When Dreams and Heroes Died

Liberal Education, Association of American Colleges, Vol. 68, No. 4 (Winter 1982), Special Issue: "The Civic Purposes of Liberal Learning".

Martin Luther King, Jr. "Letter from the Birmingham County Jail"

Rockne McCarthy, et al., Society, State And Schools: A Case for Structured Confessional Pluralism, (Grand Rapids: W.W. Leerdams, 1981).

McGraw, Onalee, "Secular Humanism in the Schools: An Issue Whose Time Has Come", The Heritage Foundation, 214 Massachusetts Ave., N.E., Washington, D.C. 20002.

Mill, John Stuart, On Liberty

Murchland, Bernard, editor. The Antaeus Report, Spring 1984. Special issue on "Educating for Civic Virtue," published by the Center for the Study of Education and Society, Ohio Wesleyan University.

"On Pedagogy and the 'Time-Honored Virtues' by Edward A. Wynne, Education Week. Vol. IV, Number 33, May 8, 1985.

Personal Integrity, eds. Wm. S. Schutte and E.R. Steinberg, published by W.W. Norton Co., 1961

Plato, The Republic

"Political Theory and Political Judgement" by Dennis Thompson. Political Science, Spring 1984. A publication of the American Political Science Association.

Presseisen, Barbara Z. Unlearned Lessons: Current and Past Reforms for School Improvement. London & Philadelphia: Falmer Press, Francis & Taylor Group, 1985.

Proceedings of Seminar on Civic Learning in the Education of the Teaching Profession, Prakken Publications, Inc., papers from Hoover Institute, Stanford University Conference, J. Butts, Director. (Forthcoming)

Program Evaluation in Moral Education. A handbook on how to assess the effectiveness of moral education, supported by grant from Danforth Foundation. Educational Testing Services, Princeton, N.J.

"Reflections on Education and Values in a Pluralistic Society" by Denis P. Doyle, from a Symposium "Education and Values: Which Values Should Be Transmitted by American Public Schools?". Trinity College, September 24, 1981.

Reinvigorating Our Schools: A Challenge to Parents, Teachers, and Policymakers by Ernest W. Lefever ed. Essays by Ronald Reagan, William J. Bennett, Ernest W. Lefever, together with excerpts from three reports. Washington D.C.: Ethics and Public Policy Center, Essay 58, 1985. See also "Suggestions for Further Reading", pp. 45-46.

"Reopening the Books on Ethics: The Role of Education in a Free Society". American Education. October, 1984.

Role-Playing For Social Values: Decision-Making in The Social Studies by F.R. Shaftel, and G. Shaftel. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.

Schafly, Phyllis, editor, Child Abuse in the Classroom, Pere Marquette Press, Alton, Illinois 62002.

"Schools: Educational Experiences First." An Immodest Agenda: Rebuilding America Before the Twenty-First Century by Amaitai Etzioni. 131-162. New York: McGraw-Hill Book Company, 1983.

"Schools That Make an Imprint: Creating a Strong Positive Ethos," in John Bunzel, ed., Challenge to American Schools: The Case for Standards and Values, Oxford University Press, 1985.

"Self-Discipline, Schools and the Business Community" by Amitai Etzioni. National Chamber Foundation, 1615 H Street, NW, Washington, D.C. 20062.

Fact Sheet

The Quest National Center
6655 Sharon Woods Blvd.
Columbus, Ohio 43229
(614) 882-6400

The Quest National Center is a nonprofit educational organization founded in 1975, dedicated to assisting young people (ages 11-21) in four overlapping areas:

- **Developing leadership potential**
- **Promoting and encouraging healthy lifestyles**
- **Enriching the quality of family life**
- **Enhancing personal development skills for effective living**

Quest addresses the needs of young people through the following programs:

Skills For Adolescence. This positive prevention program for grades 6-8 teaches skills in decision making, communication, and dealing effectively with peer pressure in order to say "no" to drugs and alcohol. The program is a joint effort of Quest and Lions Clubs International and was developed in cooperation with the National PTA, the National Middle School Association, the National Federation of Parents For Drug-Free Youth, and the Center for Early Adolescence at the University of North Carolina.

Project LEAD. Revolving around the concept of community service, Project LEAD begins by helping students learn to assess the needs in their communities and then teaching them specific leadership skills to develop service projects. Working with adult mentors, the students become part of a team whose goal is to develop projects ranging from food banks for the needy to adopt-a-grandparent programs to providing day care for latchkey elementary school students. Project LEAD is a collaboration with The Association of Junior Leagues.

Skills For Living. This program for high schools helps students learn practical, clearly defined skills in such areas as communication, decision making, goal setting, and career planning. Skills For Living is reaching more than 500,000 students in more than 900 school systems in 44 states and seven countries.

The National Coalition for the Prevention of Drug and Alcohol Abuse. This collaborative effort coordinated by Quest involves national and international private, civic, and voluntary organizations. All of the participating organizations, which represent a collective membership of more than 15 million people, are committed through the Coalition to a long-term program of combating youthful drug and alcohol use and promoting the healthy development of young people.

Support and funding for various Quest programs have been provided by numerous foundations and corporations. Sponsors for specific Quest programs have included:

Amoco Oil Company
Mary Reynolds Babcock Foundation
Cleveland Foundation
Columbus Foundation
Exxon Foundation
Danforth Foundation
George Gund Foundation
Edward Hazen Foundation
Indianapolis Foundation
Martha Holden Jennings Foundation
W.K. Kellogg Foundation
Levi Strauss Foundation
Lions Clubs International
Lutheran Brotherhood
Moore Foundation
Procter & Gamble Fund
Prudential Insurance
Reader's Digest Association
Reiley Family Fund
R.J. Reynolds Industries
Z. Smith Reynolds Foundation
Shell Oil Company
Standard Oil Company of Ohio
W. Clement and Jessie V. Stone Foundation

"Self-Esteem and Participation--Two Basics for Student Achievement" by Jim Tunney in NAASP Bulletin, November 1984.

Shades of Brown: Perspectives on School Desegregation, D. Bell, Teachers College Press, NY 1980.

Sizer, Theodore R. Horace's Compromise: The Dilemma of the American high school. Boston: Houghton Mifflin, 1984.

"Synthesis of Research on Critical Thinking". Educational Leadership by Stephen Norris. Vol. 42, No. 8, May, 1985

Teaching About the Constitution in American Secondary Schools, Howard D. Mehlinger, editor. Project 87 of the American Historical Association and the American Political Science Association, 1981.

"Teaching in America", a special report. The Wilson Quarterly, New Year's 1984. Essays by Patricia Albjerg Graham, Gary Sykes, Val D. Rust, Denis P. Doyle, with a valuable annotated list of "Background Books," on pp. 102-105.

"Teaching Personal Responsibility: Whose Responsibility Is It?" by Terrel H. Bell, Thomas Jefferson Research Center, Pasadena, CA

The Abolition of Man by C.S. Lewis. Various editions, including New York, N.Y.: Collier Books, 1962. These lectures were delivered in Britain toward the close of the 1930s, and dealt with a disturbing trend toward amoralism or moral vacuity in British educaiton at that time.

The American Enlightenment, Adrienne Koch, ed., New York: George Brazelles, 1965.

The Case for Character Education by Frank G. Goble and B. David Brooks. Ottawa, Illinois: Green Hill Publishers, 1983.

"The Character of Education and the Education of Character," Daedalus, Vol. 110, No. 3, Summer 1981, pp. 135-150. Reprinted in Education Week, September 1981, by the Ethics and Public Policy Center, Georgetown University, December 1981 as No. 32 in its series of Reprints, and by American Education, January-February 1982.

The Citizenship Education Issue: Problems and Programs by LeAnn Meyer, Education Commission of the States, Report No. 123, 1979.

"The Civic Purposes of Liberal Learning". Liberal Education, Winter 1982. A quarterly publication of the Association of American Colleges.

"The Civic Education of the American Teacher". The Journal of Teacher Education, Nov.-Dec., 1983. A publication of the American Association of Colleges for Teacher Education.

"The Critical role of Principals in Strengthening Society's Value System" by Mark W. Cannon. NASSP Bulletin, November 1981. Cannon is the administrative assistant to the Chief Justice of the Supreme Court.

"The Manipulation of Consciousness: A First Amendment Critique of Schooling," Lawrence and Arons, Harvard Civil Rights/Civil Liberties Law Review, Vol. 15, No. 2, Fall 1980.

The Maryland Experience by Mary Ann Kirk, 1984, The Citizenship Education Foundation, 14609 Chesterfield Road, Rockville, MD 20853. A report on the work of the Governor's Values Commission.

The Moral Imperative, by V.R. Ruggiero, published by Alfred Knopf Publishing Co., 1973.

The National Forum (entire issue on Critical Thinking). Winter, 1985, LXV (1), Phi Kappa Phi Journal.

"The Objections to Treating Young Persons as Adults, in the Matter of Moral Choices". From Gerald Grant's Essay, Education, Character, and American Schools. Reprint 32, Washington, D.C.: Ethics and Public Policy Center, page 146.

The Public Philosophy by Walter Lippmann. New York, N.Y.: Mentor Books, 1956. An inclusive analysis of the basic need for comman moral assumptions based on Natural Law in democratic societies, and of the role of education.

The Psychology of Character Development, by Robert F. Peck with Robert J. Havighurst, 2nd printing 1967, Science editions, John Wiley and Sons, Inc., N.Y.

"The Restoration of Standards: The Modesto Plan" by James C. Enochs, 1979, Phi Delta Kappa Educational Foundation, Bloomington, IN.

"The Teacher's Predicament," Teacher's College Record, spring 1983, reprinted in American Educator, Spring 1984.

The Teaching of Values and The Successor Generation, a policy paper by the Working Group on the Successor Generation, The Atlantic Council of the United States, Washington, D.C. 1983.

"Today's Children Are Different," with John Briggs, Educational Leadership, Vol. 40, No. 6, March 1983, pp. 4-9. Reprinted in Kevin Ryan and James M. Cooper, eds., Kaleidoscope: Readings in Education. (Boston: Houghton Mifflin, 1984.)

Torney, J.: Oppenheim, A.N. and Farnen, R. Civic education in Ten Countries: An Empirical Study. New York: Wiley, 1975.

Torney-Purta, J. Evidence for balancing content with process and balancing answers with questions: The contribution of psychology to the civic education of teachers. In Civic Learning for Teachers: Capstone for Education Reform. Ann Arbor: Prakken Publishing, 1985.

Torney-Purta, J. Political Socialization and Policy: The United States in a Cross-national Context. In H. Stevenson and A. Siegel, (eds.) Child Development Research and Social Policy. Chicago: University of Chicago Press, 471-524, 1984.

Torney-Purta, J. and Schwille, J. Civic Values Learned in School: Policy and Practice in Industrialized Countries. Comparative Education Review, in press (February 1986 issue.)

The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools, Butts, R. Freeman. Phi Delta Kappa Education Foundation, 1980.

"Toward a Moral Consensus" by Robert W. Cole. The Editor's Page Phi Delta Kappan. Vol. 62., Number 7, March 1981

Joseph Tussman, Office of the Citizen

Values and Teaching by Louis Raths, Merrill Harmin and Sidney Simon. Columbus, Ohio. Charles E. Merrill, 1966.

Values Concepts and Techniques, revised edition, edited by Alfred S. Alschuler, National Education Association, Washington, D.C. 1976.

Values Education: Rationale Strategies, and Procedures by Lawrence B. Metcalf, ed. Forty-first Yearbook of the National Council for the Social Studies, Washington, D.C. 1971.

"Values Education in the Schools: A Practioner's Perspective", Religious Education, Vol. LXX, No.2, March-April, 1975.

"Valuing Analysis -- A Practical Approach to Teaching Moral Education" by Arthur I. Melvin, Donald D. Reber, and Marian R. Melvin. Reprinted from the NASSP BULLETIN, National Association of Secondary School Principals. Vol. 68, No. 475. November 1984.

Why Our Public Schools Are Failing and What We Should Do About It., Solveig Eggerz, New Rochelle, New York; America's Future, 1982.

Winthrop, John, "A Model of Christian Charity"

Wynne, Edward A., Character II, a bi-monthly newsletter on character-related issues, ARL, 2605 W. Posen 147th St., Posen, IL 60469.

Wynne, Edward A., "Trends in American Youth Character Development", Communio 10, (1983): 256-281.

Wynne, Edward A., Growing Up Suburban (Austin, TX: University of Texas Press, 1977).

Yes, Virginia, There Is Right and Wrong! Values Education Survival Kit, Kathleen M. Gow, Foronto: John Wiley and Sons, 1980.

NEXT STEPS

The Symposium was the culmination of a project by Bob Andringa, former Executive Director and now Conant Senior Fellow at the Education Commission of the States.

The purposes of the project and Symposium were specific and limited:

1. Gather the names of key people in this country who are actively providing leadership in citizenship education and character development at the K-12 levels of schooling. This list of 200 or so people could now be the starting point for building a more complete directory of researchers, teachers, curriculum developers, policymakers and others.

2. Compile a bibliography of material recommended by those people listed in the directory. There are other more complete bibliographies, but these recommendations of good material from those who know can serve many who want to pursue this area in depth.

3. Convene those from the list of recommended people who can pay their own way to a Symposium. The combination of thoughtful people and good information almost always results in good things -- usually outside of any plan.

ECS will continue to monitor this issue and respond to its state constituents' interest for information in this area. The key contacts at ECS are Chris Pipho and Melodye Bush (303/830-3600).

ECS hopes that this small effort will encourage and assist those who are engaged more deeply in this important area. ECS issue priorities are determined annually by its Commissioners. There is a feeling in 1985 that education's role in developing civic virtue is becoming an issue of increasing interest at all levels of education.

ECS belongs to the coalition of organizations making up the Council for the Advancement of Citizenship. We encourage the Council and similar organizations to take on an even stronger leadership role in helping schools, churches, youth organizations and others deal effectively with these important issues.

SYMPOSIUM HANDOUTS

What follows are copies of the handouts provided by Symposium presenters. Feel free to contact these individuals and organizations for further information.

COUNCIL FOR THE ADVANCEMENT OF CITIZENSHIP

One Dupont Circle, N.W. Suite 520 Washington, D.C. 20036 202/861-2583

Chairman
Senator Jennings Randolph
President
Hon. John H. Buchanan, Jr.
Former Member of Congress
Vice President
Jeremiah Floyd
National School Boards Association
Secretary
Rebecca Batts Butler
American Association of Retired Persons
Treasurer
Robert L. Gale
Association of Governing Boards of Universities and Colleges
Chair, Program/Jennings Randolph Forum Committee
Stephen A. Janger
Close Up Foundation
Chair, Long-Range Planning Committee
Harry J. Hogan
Honorary Member
Chair, Membership Committee
Frank Huray
AMVETS National Service Foundation
Chair, Nominating Committee
Connie Sutton-Odems
American Association of Community and Junior Colleges
Board of Directors
Richard Armstrong
Public Affairs Council
Michael Baly, III
American Gas Association
Hon. Clarence W. Blount
Education Commission of the States
R. Freeman Butts
Honorary Chair, Jennings Randolph Forum
Allan Cohen
Illinois State Board of Education
Frances Haley
National Council for the Social Studies
Lenneal J. Henderson, Jr.
Citizens Forum on Self-Government National Municipal League, Inc.
W. Robert Higgins
Center for the Study of Federalism Southeastern University
Mary Ann Kirk
Citizenship Education Foundation
Edward P. Keller
National Association of Elementary School Principals
Linda Johnson
Turner Educational Services, Inc.
Ben H. Love
Boy Scouts of America
David Mathews
Kettering Foundation
Mary Kaye Merwin
National 4-H Council
Robert G. Porter
American Federation of Teachers
Charles N. Quigley
Center for Civic Education
Charles T. Williams
National Education Association
Executive Director
Diane U. Eisenberg
Program Assistant
Tam Andrews

AN INVITATION TO JOIN CAC

The Council for the Advancement of Citizenship (CAC), created to foster citizenship education nationwide, is a growing consortium of national, state and local organizations.

The Council for the Advancement of Citizenship invites your organzation to become a member. Membership is open to any organization, corporation, association or individual subscribing to the purposes of the Council.

As a CAC member organization, you will:

- become a part of the citizenship education network
- receive up-to-date information on the full range of available citizenship education resources, programs and events
- receive reduced rates on CAC publications and conference registration fees
- have opportunities to share your citizenship education resources with potential users nationwide
- add your voice to the expanding roster of organizations and individuals committed to promoting informed and responsible citizenship
- play a role in shaping the future of civic learning in our country.

STATEMENT OF PURPOSES

The Council for the Advancement of Citizenship has as its principal purposes to:

- encourage citizens to learn about and exercise their democratic rights and responsibilities
- increase public awareness of the importance of citizenship and citizenship education as fundamental concerns in American life
- improve citizenship education for children, youth and adults in schools, universities, communities, neighborhoods, societies, government and in the media
- promote scholarly study of citizenship
- foster the sharing of citizenship education information among diverse groups across the spectrum of American society.

To become a CAC member, return the CAC membership application on the reverse side of this page.

BECOME A CAC MEMBER TODAY!

If you have benefited from reading *CITIZENSHIP EDUCATION NEWS*, have you taken the time to become a CAC member? Are your friends members? Fill in this application and add your voice to the growing number of organizations and individuals committed to promoting informed and responsible citizenship.

CAC members receive:

- *CITIZENSHIP EDUCATION NEWS*, published quarterly
- special registration rate for CAC's annual Jennings Randolph Forum
- invitations to other citizenship education events
- access to CAC's citizenship education clearinghouse
- all publications and services

CAC MEMBERSHIP APPLICATION

1985-86 membership contribution* enclosed:

- ☐ $250 Organizational Member
- ☐ $25 Individual Member (nonvoting member; please list home address only)
- ☐ $_____ Additional contribution

Name _____

Title _____

Organization _____

_____

Address _____

_____

Membership is subject to Board of Director's approval **Tax Deductible*

Make checks payable to:
COUNCIL FOR THE ADVANCEMENT OF CITIZENSHIP
Suite 520, One Dupont Circle, N.W.
Washington, D.C. (202) 861-2583

For further information, please contact:
Charles N. Quigley, Executive Director
Law in a Free Society
5115 Douglas Fir Road, Suite I
Calabasas, CA 91302
Phone: (818) 340-9320

Law in a Free Society

a project of the Center for Civic Education

A California nonprofit corporation
established by and affiliated with the State Bar of California

The Law in a Free Society Curriculum

Responding to a recognized need for the improvement of civic education, the Law in a Free Society project, in cooperation with experienced educators at the elementary, secondary, and university levels, has developed comprehensive teacher training and classroom materials for use in grades kindergarten through twelve. The curriculum is designed to promote among students the development of (1) an increased understanding of the institutions of our constitutional democracy and the fundamental principles and values upon which they were founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) an understanding of and willingness to use democratic processes when participating in making decisions and managing conflict.

The curriculum is based on eight concepts fundamental to an understanding of our constitutional democracy. These are: **Authority, Privacy, Justice, Responsibility, Participation, Property, Diversity,** and **Freedom.** Since understandings and attitudes are initiated at an early age, the Law in a Free Society curriculum begins at kindergarten and develops sequentially through the twelfth grade. It is designed to be integrated into the social studies and humanities curricula at all levels. Although conceptual in nature, the curriculum is not removed from the day-to-day experiences of students. Instead, it is designed to relate these experiences to recurring problems in social and political life.

Classroom Materials

Law in a Free Society has developed multimedia instructional units on the concepts of Authority, Privacy, Justice, and Responsibility. These units are designed to progress sequentially in scope and complexity through six levels, from Level I for kindergarten/grade 1 to Level VI for grades 10-12. Each level contains motivational sound/color filmstrips, nonconsumable student books, and a teacher's edition. The teacher's edition provides specific guidance in the use of a variety of creative teaching methods. These include: guided discussions; written exercises; cooperative group work; role-playing activities such as town meetings, board hearings, legislative debates, mock trials, and moot courts; and other basic skill-building activities. The teacher's edition also contains evaluation components. The following provides brief overviews of the curricula on the four concepts noted above.

The curriculum on this concept is designed to increase students' awareness of the importance of responsibility in their daily lives. It is intended to help them recognize that the carrying out of responsibility involves both benefits and costs to the individual and to society. In addition, the curriculum is designed to help students acquire the knowledge and skills necessary to develop informed positions about situations in which there are competing responsibilities, interests, and values, and to gain the knowledge and skills useful in identifying individuals responsible for a particular event or outcome.

JUSTICE

This curriculum is designed to help students understand and apply basic principles and considerations useful in examining issues of justice so they can develop reasoned and responsible positions on what would be just in a particular situation.

To deal with these complex and often elusive issues, the Justice curriculum has been developed in a three-part framework. Part I, Distributive Justice, is concerned with issues of the distribution of the benefits and burdens in society. Part II, Corrective Justice, deals with the fairness of responses to wrongs and injuries. Part III, Procedural Justice, deals with the fairness of methods used to gather information and make decisions in society.

PRIVACY

Privacy is a fundamental value in our society as in many others. But in certain situations, the right to privacy may be limited in light of other legitimate values. This curriculum helps students to develop thoughtful, informed positions on the proper scope and limits of the right to privacy. The background for developing such positions is gained through an examination of such subjects as the meaning of privacy, different individual and cultural attitudes toward it, and some of its common benefits and costs.

AUTHORITY

We have all dealt with authority in one form or another in our daily lives from the time when we were young children. Many of the most important political and legal controversies throughout history have been focused on issues of authority. The goal of this curriculum is to help students gain the understanding and skills necessary to develop reasoned and responsible positions regarding authority and issues surrounding it. The activities provided help students increase their understanding of the necessity and functions of authority in society, its benefits and costs, and its proper scope and limits.

VIDEOTAPED SERIES ON AUTHORITY

The project has developed a five-part videotaped series of programs on the concept of Authority for use in Grades 3 to 6. The series contains one teacher training program of 30 minutes and four classroom programs of 15 minutes each. It is designed to be used with the printed materials from the Level III multimedia instructional unit on Authority.

Project Services

Services of the central staff and nationwide associates are available to school districts and other groups interested in initiating or expanding civic and law-related educational programs. These include assistance in:

Program Development—identifying funding sources and preparing grant proposals; developing evaluation programs; and identifying and recruiting community resources in civic and law-related education.

Teacher Training—planning and implementing pre-service and in-service awareness workshops, and teacher and leadership training programs; developing instructional materials; demonstrating model lessons; and arranging for university credit.

Teacher Training Materials

Teacher training materials are available on all eight concepts of the Law in a Free Society curriculum. They include:

Leader's Handbook—general guidelines and specific lesson outlines for conducting teacher training programs on the project's curriculum.

Casebook: Selected Readings for Teachers—readings for extending adult-level understanding on each of the eight concepts. These include such selections as court cases, excerpts from literature, historical incidents, and essays.

Curriculum Guide—developmental objectives for grades K-12 on each of the eight concepts.

Lesson Plans—sample lessons keyed to the K-12 objectives outlined in the curriculum for each of the eight concepts.

Support of Project Activities

Law in a Free Society wishes to express its appreciation to the following groups which have supported project activities: the Danforth Foundation, Long Beach Bar Association, Long Beach Lawyers Wives Association, Los Angeles County Bar Foundation, National Endowment for the Humanities, Orange County Bar Association, Sacramento County Bar Association, San Diego County Bar Association, San Francisco Bar Association, State Bar of California, State of California (California Council on Criminal Justice/ Office of Criminal Justice Planning), United States Department of Justice (Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention), the Wasserman Foundation, and the Weingart Foundation.

THE CHARACTER EDUCATION CURRICULUM

Questions and Answers

1. *What is the Character Education Curriculum?*

The Character Education Curriculum (CEC) is a program whose goal is to develop responsible citizenship in students. The program includes a complete set of instructional materials for classroom teachers of kindergarten through the middle school to use to:

1. Raise self-esteem
2. Promote self-discipline
3. Improve decision-making and problem solving skills
4. Instill positive attitudes/values

2. *What does a set of instructional materials include?*

Kindergarten kit:	Six books of animal stories (English/Spanish) with accompanying filmstrips, plus another book of lessons that focus on the children's relationship with family, friends, neighbors, police officer, firefighter, the doctor, and school persons: the principal, teacher, nurse, librarian, bus driver, and other school personnel. Six flip books and a story wheel for the children to use for oral expression are included, too.
Level A (first grade) through Level G (middle school)	Each grade level kit has a set of activity sheets, posters, evaluation instruments, and a teacher's guide that includes units on Honesty & Truthfulness; Generosity, Kindness, & Helpfulness; Courage & Convictions; Justice & Tolerance; Right to Be an Individual; Use of Time & Talents; Freedom of Speech, Citizenship; Freedom of Choice; Honor; and Right to Equal Opportunity, Economic Security.

3. *How are these value concepts taught?*

The lessons may be taught as a separate subject or in conjunction with social studies and language arts. In the primary grades, the lessons can be taught in a 15-minute period several times per week. In the intermediate grades, the lessons may require 20 to 30 minutes several times a week. The middle school materials contain over one hundred 30-minute lessons that can be implemented with social studies, health, career education, or taught as individual lessons during homeroom periods.

4. *Does the Character Education Curriculum teach secular humanism, values clarification, or situational ethics?*

No. In accordance with the U.S. Constitution which mandates a separation of Church and State, the CEC contains no reference to God. Specific value concepts form a framework for conducting large and small group discussions, role-playing, and other activities that emphasize the *consequences* of the students' behavior. The value concepts are universal ones that are consistent with the teachings of any religious or church group.

(over, please)

The activities in the lessons provide opportunities for the students to identify individual abilities, strengths, and talents; determine the role of *self-discipline* in setting and achieving goals; recognize the advantages of working together cooperatively; identify the role of *peer pressure* and how to meet it; and recognize the need to establish rules and make laws, and the importance of obeying them. Added to the middle school materials is having the students identify reasons for, and the harmful effects of, drug, alcohol, and other substance abuse, and the effective ways of coping with this problem.

5. *Any negative reasctions from parents?*

Parents have been most supportive. In some cases, it has been a parent who was instrumental in introducing the CEC to a school or a district. The aims of the CEC, which are helping children to say "No" to negative peer pressure and developing their abilities in order to function effectively in society, are consistent with what parents want for their children.

6. *Do teachers object to including an additional subject to their already overburdened schedule?*

Since the CEC lessons can be correlated with social studies and/or language arts, they do not require much additional time, although many teachers have reported using them as separate subjects, too. With the emphasis on 'back-to-basics,' teachers understand that their students' academic progress is directly related to self-esteem and their ability to play and work well with others.

7. *Where is this program being used?*

Since 1980, the CEC has been implemented in over 16,500 classrooms in over 40 states, including Miami, Chicago, Los Angeles, New Orleans, and San Antonio.

8. *What is the cost of the Character Education Curriculum?*

Kindergarten kit: $99. Each grade level kit from A through G: $79
If one teacher uses the materials with 30 students over a period of 5 years, the cost per student is approximately 53¢.

9. *Who developed the Character Education Curriculum?*

In 1969 the American Institute for Character Education, a non-profit educational foundation, received a grant in excess of two million dollars. Classroom teachers wrote, field-tested, and revised the CEC.

10. *Does teaching the Character Education Curriculum require any special training?*

Six hours of inservice training is recommended for teachers. Experienced consultants can conduct inservice training for groups up to 90 persons at a time. The cost of training depends upon the specific circumstances and will be quoted upon request.

For additional information, contact:

AMERICAN INSTITUTE FOR CHARACTER EDUCATION
P.O. Box No. 12617
San Antonio, Texas 78212-0617
(512) 734-5091

The Citizenship Education Foundation, inc.
14609 CHESTERFIELD ROAD · ROCKVILLE, MARYLAND 20853 · AREA CODE 301·460·9712

A NATIONAL COMMITMENT TO TRADITIONAL AMERICAN VALUES

The Maryland Values Education Commission: A Model for National Dissemination

--By Mary Ann Kirk

INTRODUCTION

Democratic governments rely on consent. Therefore, they need to assume widespread consensus on certain basic values of the democratic creed if they are to create the premise of education in a free society.

We are a nation composed of people of all nations, but our common citizenship is based on a common set of values found in our Constitution and Bill of Rights.

The work of the Maryland Values Education Commission vividly illustrates *how to begin* the long term goal of character and citizenship education in its full dimension -- through *commitment of community and state* to a list of 18 character and citizenship values overwhelmingly supported by a majority of our citizens.

For four years the Commission worked to produce a PROCESS whereby local communities defined themselves by identifying fundamental values which the school and community jointly teach to students. All Maryland school districts were able to agree to the list of values compiled by the Commission and adopt them for local action. Examples of local action include a district-wide, comprehensive values education initiative, led by Baltimore County's Superintendent of Schools and a city-wide character education program, spearheaded by Baltimore City business leaders.

Though the values and models are important, it is the PROCESS which can guide other efforts in the nation. Other states and local communities, too, can learn the important and vital lesson:

> *"In spite of divergent ethnic and religious backgrounds, differing work experience, and varying political interests, we have, through open and informed discussion, been able to reach strong and clear agreement on a difficult subject of grave concern to all citizens of this country...It is a process which we believe exemplifies the genius and glory of a free democratic society."*
>
> --MARYLAND VALUES EDUCATION COMMISSION Report

ORIGIN, MANDATE, FINDINGS

On May 16, 1978, the Governor of Maryland approved Senate Joint Resolution 64 of the General Assembly creating a Values Education Commission to "to identify and assess ongoing programs in morals and values education in the schools of Maryland" and to formulate recommendations that will reinforce "our traditional adherence and devotion to high standards of moral and ethical conduct" in personal and public life.

The members of the Commission, 23 citizens of Maryland from various backgrounds, were appointed in January, 1979, and the Commission met monthly over a four-year period at the Maryland State Department of Education in Baltimore, Maryland.

The Commission's work began with a single goal: find ways in which the historic values of this nation can be taught to our young people in the public schools of Maryland. What emerged, after four years of grassroots study, was a view of a profoundly changed society and a complex array of educating institutions and agencies that have direct bearing on the teaching of these values. This, in turn, revealed a need for new structures and new policies within the schools to accommodate the involvement of these institutions and agencies and new "avenues" to bring about a self-consciousness on the part of each as to their particular function in the whole of the education process. These views are reflected in the Commission's recommendations for state and local task forces on other-agency coordination. John Goodlad, in his report, *A Place Called School,* explains it this way:

> *"Different kinds of institutions which educate or might educate exist in various relationships to each other. That is, an educational ecosystem exists. It may be in good, fair, or poor health. The first step toward healthier functioning is to bring the existence of this ecosystem to a level of consciousness. The second is to seek the best possible understanding of its nature. The third is to formulate policies, develop plans, and execute these plans for purposes of increasing the effectiveness of the ecosystem."*

All in all, the Commission made 51 recommendations with regard to teaching values in the public schools. They focus on the key leadership ability of the school principal, efficacy of the teacher, discipline, school counseling, a "working" configuration of school and other-agency cooperation, parent involvement, essential content, service learning opportunities for our youth, and a call to leadership at all the highest levels to address the topic in direct fashion.

SUMMARY

The primary thrust of the Maryland Values Education Commission has been to affirm the right and the obligation to teach the values of our Republic in American schools and lay a foundation for action.

The PROCESS began with *citizen action* in the state legislature. Ideally, the process should be reversed -- with the *Governor* taking the lead through the appointment of a Task Force to study the issue. The prestige of Office gives the effort the credibility it deserves, provides high visibility essential to educating and involving the public, and inspires confidence and leadership at the local level. Executive action and legislative proposals mounted in support of Task Force recommendations will constitute a powerful force for progress toward the long-term goal of teaching character and citizenship values in public schools.

THE MARYLAND VALUES EDUCATION COMMISSION REPORT can be obtained from: Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201

THE MARYLAND EXPERIENCE: A REDEDICATION TO TRADITIONAL AMERICAN VALUES, By Mary Ann Kirk, a step-by-step account of the Commission PROCESS, may be purchased from ERIC or The Citizenship Education Foundation, 14609 Chesterfield Road, Rockvile, MD 20853.

The Tennessee Character Education Bill

Presented By: Charles W. Cagle
Executive Assistant to the Commissioner
and Legislative Liaison
Tennessee Department of Education
Nashville, TN 37219

Highlights of the Bill

- shall provide character education in grades seven through twelve
- should provide character education in grades kindergarten through six
- LEA's may implement additional courses and utilize additional materials as needed
- appropriated $95,000 from Tennessee Foundation Program to pay for purchased materials

The Tennessee Department of Education has submitted curriculum frameworks for K-12 Health and Physical Education, K-12 Language Arts, and K-12 Social Studies to the American Institute for Character Education. The determination of our areas of pre-compliance to their curriculum will assist the State Department in determining how to implement Character Education in the public schools of Tennessee.

The appropriation in the bill could be used to purchase and place selected "kits" available from A.I.C.E. in approved classrooms in the state. The "kits" will be used as an additional resource for the teachers' use toward fulfilling the mandate.

(Copy of bill attached.)

PUBLIC CHAPTER NO. 296
SENATE BILL NO. 31

By Williams

Substituted for: House Bill No. 14

By Love

AN ACT To provide for character education in Tennessee schools, and to amend Tennessee Code Annotated, Title 49, Chapter 6.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 10, is amended by adding a new section thereto, as follows:

Section 49-6-1007.

(a) The course of instruction in all public schools in Tennessee shall include character education to help each student develop positive values and to improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community, and society.

(b) (1) The State Board of Education shall provide the appropriate method of instruction in grades seven (7) through twelve (12), in conformity with the elementary school curriculum provided for in subsection (c).

(2) Local boards of education may implement additional courses and materials in character education at their discretion.

(c) (1) Each local education agency should provide the Character Education Curriculum in grades kindergarten (k) through six (6) developed by the American Institute for Character Education of San Antonio, Texas, or a comparable program approved by the State Board of Education. The materials for this curriculum shall be provided by the state as part of the Tennessee Foundation Program.

(2) Local boards of education may implement additional courses or materials in character education at their discretion.

SECTION 2. Tennessee Code Annotated, Section 49-6-1201, is amended by deleting the period at the end of the section and adding the following:

, and should include character education as specified in Tennessee Code Annotated, Section 49-6-1007.

SECTION 3. This act shall take effect upon becoming a law, the public welfare requiring it, and shall be implemented beginning with the 1985-1986 school year.

PASSED: April 29, 1985

SPEAKER OF THE SENATE

SPEAKER OF THE HOUSE OF REPRESENTATIVES

APPROVED this 6th day of May 1985

GOVERNOR

BALTIMORE CITY PUBLIC SCHOOLS

Character Objectives and the Citizenship Objectives as Adopted by the Maryland Values Education Commission:

Character Objectives:

1. Personal integrity and honesty rooted in respect for the truth, intellectual curiosity and love of learning.
2. A sense of duty to self, family, school, and community.
3. Self-esteem rooted in the recognition of one's potential.
4. Respect for the rights of all persons regardless of their race, religion, sex, age, physical condition, or mental state.
5. A recognition of the rights of others to hold and express differing views, combined with the capacity to make discriminating judgments among competing opinions.
6. A sense of justice, rectitude, fair play, or a commitment to them.
7. A disposition of understanding, sympathy, concern, and compassion for others.
8. A sense of discipline and pride in one's work; respect for the achievement of others.
9. Respect for one's property and the property of others, including public property.
10. Courage to express one's convictions.

Citizenship Objectives:

1. Patriotism: love, respect, and loyalty to the United States of America; the willingness to correct its imperfections by legal means.
2. An understanding of the rights and obligations of a citizen in a democratic society.
3. An understanding of other societies in the world which do not enjoy the rights and privileges of a democratic government.
4. Respect for the United States Constitution, the rule of law, and the right of every citizen to enjoy equality under the law. An understanding of the Bill of Rights and a recognition that all rights are limited by other rights and obligations.
5. Respect for legitimate authority at the local, state, and federal level.
6. Allegiance to the concept of democratic government as opposed to totalitarian rule. A recognition that such government is limited by the separation of powers and by the countervailing role of other institutions in a pluralistic society - principally the family, religion, the school, and the private sector of the economy
7. Recognition of the seed for an independent court system to protect the rights of all citizens.
8. An acceptance of all citizenship responsibilities at the local, state, and national levels, and a commitment to preserve and to defend the United States and its democratic institutions.

C. In 1984-85, the Jefferson materials will also be used in grades one through six. However, additional materials will be developed to deal with all eighteen objectives identified by the Maryland Values Education Commission. Writing teams composed of Baltimore City Public Schools support staff are to write a Baltimore Supplement.

D. Each elementary school will also receive the Program for Affective Learning (PAL) published by METRA, Inc. This material assists students in developing a positive self-concept and effectively supplements the Character Education Curriculum.

Funding for all but the PAL program will come from outside the school system. Private corporations and foundations will be called upon to contribute the needed $280,000

CHARACTER AND CITIZENSHIP UPDATE

Baltimore Supplement - Grades 1 - 6

Six curriculum writing teams for grades one through six have completed the development of the Baltimore Supplement. This handbook thoroughly addresses the character and citizenship objectives that were not fully addressed in current curriculum materials. Each grade level handbook will consist of:

1. Set of "Ground Rules" for teaching the program
2. Character and Citizenship Correlations
3. Unit Lessons with Graphics
4. Excerpt on "Role Playing"
5. Bibliography
6. Additional Resource Materials (Ex. Films and Filmstrips)

Staff development sessions. in conjunction with the Thomas Jefferson Research Center personnel have been planned for the implementation of the program. These sessions include training of administrators, supervisory support, staff and educational staff.

James J. Sarnecki, Supervisor
Office of Elementary Mathematics
and Social Sciences
1519 Winford Road
Baltimore, Maryland 21239

BALTIMORE CITY PUBLIC SCHOOLS

CHARACTER AND CITIZENSHIP EDUCATION

During the past decades, social changes in our society have caused disruptions in the family structure and an increase in juvenile crime. Mounting concerns over these social experiences have contributed to the widespread conviction that the public schools have an increased responsibility for emphasizing character and citizenship education.

The task of building character and developing citizens has and will remain a joint responsibility of the home and the community. Each society must insure this joint effort if it is to provide for its own growth and development. The family, in whatever form it may take, maintains its assignment for the development of the concept of self, the role of the individual in the family, and the internal organization and operation of the family. Society deals with the relationship which exists between the family unit and each member thereof, and with other individuals and the families. It is also charged with insuring the acceptable interaction of all persons and groups with man-made organizations such as: communities, governments, businesses, and social organizations. As man's social structure has grown larger and more complex, schools have been given the responsibility for preparing the next generation of members. The aim is to insure a smooth transition between generations with provisions to maintain the effective portions of society's present structure while providing for orderly change.

It is the philosophy of the Baltimore City Public Schools to teach a common core of values in support of good character and positive citizenship development. The values are reinforced by the role models represented by the entire educational staff.

The Values Education Committee was formed and its members were appointed by Mrs. Alice G. Pinderhughes in March of 1984. The committee had a membership of twenty-one individuals who represent parents, school based groups, community groups, teachers, the city administration, school administration, and supervisory staff.

Following more than thirty sessions, the committees made recommendations which led to the Board of School Commissioners making mandatory a character and citizenship education curriculum for all elementary students by Fall, 1985. The approved program consists of four components:

A. During the 1984-85 school year, the Elementary Education Division will plan and execute for administrators and teachers a series of staff development activities related to Character and Citizenship Education. The sessions will inform all staff members of those portions of our current curriculum which develop good citizenship and character traits.

B. As of December, 1984, the Baltimore City Public Schools provided each kindergarten teacher with a Chatacter Education Curriculum kit developed by the Thomas Jefferson Research Center. Teachers, administrators and support staff were given in-service training by Dr. David Brooks of this organization.

AN EFFECTIVE STRATEGY TO GAIN COMMUNITY SUPPORT FOR CHARACTER DEVELOPMENT AND CIVIC VIRTUE

Each community is invested with responsibility for its school system. However, few citizens know how they can influence that system beyond voting for members of the school board. Interest seems to ride only on waves of controversy over current issues. The pursuit of excellence loses ground to expediency. The basic program and purpose for education is then obscured by political and cultural smog.

But here is an effective strategy to gain community support for achieving excellence in your schools, especially relating to citizenship awareness, character education, and moral development for responsible decision-making.

Century III Foundation has created a workshop where citizens can reach a mutual understanding of the basic values and intellectual, moral and spiritual strengths that knit them together as a community. In A Nation at Risk, the National Commission on Excellence in Education reports, "A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom."

The participants in each Valuing Analysis workshop represent the pluralistic mix of the community. At the end of a 24-hour, 3-day exercise in critical thinking and mutual exchange of ideas, fundamental principles are identified which ought to be valued by every person of goodwill. These valued principles become guidelines for determining directions and decisions about quality education.

The workshop format includes a battery of surveys to help search for these principles. Each individual's response to the surveys on ballots is identified by a self-chosen code to preserve privacy. In 18 years of research, involving over 10,000 participants, recognition of these principles has been recorded initially at a low 15 to 25% free-choice consensus. However, after careful deliberation, and a lively and orderly exchange of ideas, recognition and agreement reaches 80 to 90 percent. This awareness is retained exceptionally well in posttests over five years.

The consensus reached on the principles undergirding responsible citizenship and character education can be published for the whole community to affirm or challenge. The workshop is an on-going forum where citizens reassess and reaffirm the guidelines for decisions that support excellence in education as well as other matters of public policy.

Published community consensus provides a basis for citizenship and

character education programs that cannot be discredited by accusation of religious or political bias. The Valuing Analysis process avoids imposition of any religious or political dogma, but it is interesting to observe the reinforcement of Judeo-Christian principles mandatory to an open society of free people and inherent in our national documents. Individual workshop participants gain new confidence for making right decisions as they identify the recognized, dependable guidelines for moral valuing, which are essential to mature and informed judgment. Another remarkable phenomenon is the spirit of mutual respect and understanding that emerges as people become aware of how much they agree on basic values. Involvement by adults and students draws a new bond of mutual respect and sense of accountability.

Century III will assist the community in establishing its own program through a Community Consensus Center. The Center is organized as a charitable foundation with tax deductible status to receive community financial support. It is directed by a local Board of Governors to maintain community autonomy. The program is directed by an Executive Director who schedules and coordinates the workshops, offering them periodically for wide participation by adults and students. Other activities such as Executive Seminars, special seminars for business and organizations, and town-meeting forums are also part of each local Center's program. The activities of the Center will not only foster citizenship awareness and civic responsibility among adults who model for the youth, but will provide support for your efforts to achieve balanced and excellent education.

The National Commission on Excellence in Education states, "Of all the tools at hand, the public's support of education it the most powerful." Century III Foundation provides a proven way to enlist that support.

CENTURY III FOUNDATON
330 Oak Brook Road
Oak Brook, IL 60521

312/654-3000

Arthur I. Melvin, Ph. D.,
Executive Director

Character II, A NEWSLETTER ABOUT THE POLICIES SHAPING AMERICAN YOUTH

EDITOR
EDWARD A. WYNNE
Professor
University of Illinois

CORPORATE BOARD
ROBERT MacGREGOR, President
President, Greater Kansas City
Chamber of Commerce
Kansas City, Missouri
URIE BRONFENBRENNER
Professor
Cornell University
JAMES S. COLEMAN
Professor
University of Chicago
MIDGE DECTER
Executive Director
Committee for the Free World
STANLEY FLAM
Contributing Editor
Phi Delta Kappa
DEAN HONETSCHLAGER
Special Assistant to Director
Minnesota Higher Education
Coordinating Board
JACK MITCHELL
District Superintendent
Chicago Public Schools
JAMES Q. WILSON
Professor
Harvard University

ADVISORY BOARD
RONALD BERMAN
Professor
University of California
DONALD T. CAMPBELL
Professor
Syracuse University
DIANE RAVITCH
Adjunct Associate Professor
Columbia University
DAVID RIESMAN
Professor
Harvard University
WILLIAM N. STEPHENS
Professor
Dalhousie University
M. DONALD THOMAS
Deputy Superintendent
South Carolina Education Department
ERNEST VAN DEN HAAG
Professor
New York Law School
J. G. WEST
Professor
Carleton University

SUBSCRIPTIONS and BUSINESS:
ARI Services Inc.
P.O. Box 88
Peoria, Illinois 61652-0088
Telephone (312) 697-2121

EDITORIAL OFFICE:
1127 Edmer
Oak Park, IL 60302

Dear Colleague,

Things are looking up a little for youth character. There are signs that more educators, citizens and parents are paying attention to this important topic. These recruits will add force to the pro-character concerns which many other persons have already expressed—and are acting on in our schools, homes, and other institutions. But suppose we want to participate in these encouraging developments. You may ask: what can I, or my school or organization do to help improve youth character? One constructive step is to subscribe to *Character II*—a six times a year newsletter about the public and private policies affecting the character of American children and youths. Oh, if you are a former subscriber, we invite you to revive your subscription.

What is *Character II* about? *Character II* recognizes that scientic data support the popular assumption that American youths are displaying many serious character deficiencies. By "scientific data" we mean statistics about the record rates of youth deaths due to homicide and suicide, the remarkable increase in out-of-wedlock births among female adolescents, the persisting high levels of youth drug use, and the high rates of criminal arrests of juveniles. And these distressing trends affect youths from all races and classes.

America is a large country. There are fortunately still millions of wholesome young people. However, the proportion of young people engaged in undesirable conduct is probably higher now than at any time in the past—since our first settlements in 1607. Our newsletter analyzes the scientific research, and the social and intellectual issues relating to these unfortunate trends, and highlights appropriate solutions.

What is our point of view? There is no one cause, nor one answer, to the patterns of rising disorder mentioned above. But the statistics do show that the trends have particularly intensified during the past twenty or thirty years. From this evidence, there is reason to suspect many of the changes in our youth environments which have occurred during those years. In particular, we are pessimistic that our youth problems can be solved by reflexively enlarging public expenditures. We are also sympathetic to some approaches which heighten the accountability of adults, young person, and public institutions—and to some approaches which may be called old-fashioned. When we began publishing six years ago, the topic of youth character seemed an archaic and obscure issue. Today, it is a priority concern of the U.S. Secretary of Education, and a matter of great importance to many citizens and institutions.

How are we different from other publications? The search for solutions to the problem of youth alienation is a significant intellectual endeavour. A variety of resources must be mobilized to pursue such a solution. The talents and experience of our corporate and editorial boards—listed on the letterhead—exemplify one such resource. These boards help our editor stay abreast of the relevant research and intellectual currents. In particular, *Character II,* is the only publication which (a) recognizes that our current youth problem is a vital social issue, (b) is assisted by well-qualified directors and advisors, (c) is written by a practicing researcher, and (d) is dedicated to "character" in the traditional sense—deferring gratification, telling the truth in the face of temptation, displaying courtesy, obeying lawful authority, practicing charity and good humor and being patriotic.

**What sorts of people subscribe to *Character II? Character II,* and its predecessor, *Character,* have been published for six years. We have evolved a diversified body of subscribers. They divide up equally among the following six categories: educators in elementary and secondary education; academics; ministers, priests, and others working in church youth activities; parents and concerned citizens; libraries; and others.

How are our readers different from other persons interested in youth and education issues? Our readers believe it is important for young persons to acquire academic skills. But we also accept the popular—and scientific—conclusion that I.Q. alone does not insure admirable character. The development of good character must be seriously pursued by all institutions affecting the young. Families have a central part to play, but there are also important responsibilities for schools, colleges, churches, courts, businesses, youth organizations, and other public agencies. Our readers generally favor trends like back-to-the-basics in education. But we do not believe that more rigorous classes and homework are adequate school responses to our serious youth character problems. A lot more needs to be done.

What is in *Character II?* The text is a mix of hands-on suggestions plus broader think pieces. Most materials are written by Professor Edward A. Wynne. He has done research on character topics, written or edited six books, and published over seventy-five articles in many academic journals, as well as in the popular media, such as *The Wall Street Journal* and the national PTA magazine. Wynne has also appeared on the NBC Today show, and been profiled in the national YMCA magazine and *People.* He is especially concerned with translating important theories into practical principles. A typical issue of *Character II* has six pages. Half the text consists of notes and comments on books or articles which may interest readers. There is also an editorial essay, plus a quote and discussion of some character-related piece of literature.

If you want to subscribe, please complete the attached form, check the appropriate boxes, and mail it back.

Yours for character,

Robert W. MacGregor

Robert W. MacGregor
President

Weekly Reader and The Character of Children

Weekly Reader is America's largest newspaper for children in preschool through grade 6, reaching over 7,000,000 subscribers, or about a third of the nation's children. Its purposes are to bring news to children in a form they can understand, and to use that news as the basis for skill development in reading and social studies.

At the primary grades, Weekly Reader's news coverage concentrates on things that are within children's direct experience--animals, transportation, etc. At each successive grade level, the subject selection and presentation become more sophisticated, until by sixth grade the students are dealing with the most fundamental issues facing them as citizens of the nation and the world--Ethiopian aid, new advances in medicine, the struggle to find a way to world peace. In all of its presentations, Weekly Reader is extremely careful to present a fair, balanced, unbiased picture. We do not editorialize; we present the raw material for understanding and discussion.

Since its inception in 1928, Weekly Reader has also carried a "Citizenship" program appropriate to the different levels. This is generally in the form of a description of a problem situation children might face in school--someone tattles, someone steals lunch money, someone teases another child. The children, under the teacher's guidance, debate the best response, and often write us to tell us their conclusions. This section of the paper has consistently been one of the most popular, both with kids and with teachers.

Two years ago, Weekly Reader began a new venture that also bears upon citizenship education--The Weekly Reader National Survey. Two surveys are conducted each year in our pages. Because these surveys receive such a massive response--usually over 500,000--The Weekly Reader National Survey has emerged as a major source of information about children, often making nationwide front page news. Three surveys are of interest here: Attitudes about Drugs and Alcohol, Views of Citizenship, and Views of the Future.

The most striking results of the Drugs and Drinking Survey was that as low as fourth grade 25% of students believe that kids their age feel pressure to try drugs. On the basis of this information, the federal government has changed its Strategy for Drug Abuse Prevention to emphasize greater educational efforts at a younger age, and there is now a much wider attempt to combat drug abuse before it takes hold.

Perhaps the most interesting response on the Citizenship Survey came to the question of what the term "citizenship" itself means to children. These are the three most popular endings to a statement beginning, "A good citizen is someone who . . . ." A good citizen is someone who "would fight for our country," "helps others," and "always obeys the law." The least popular answers were, in this order, "votes and gets others to vote," "works hard," and "learns about what is going on in our country." Thus, it appears that students themselves view citizenship primarily as a conventional patriotic obligation (fighting for our country), and as personal morality (helping others, obeying the law), rather than as political activity.

In The Future Survey, there is some very encouraging data about the belief of young people in their own ability to influence their future. Although they think the dangers of nuclear war, pollution, hunger, and drug abuse will be getting worse, they anticipate that their own lives will be better. And about 80% believe that it is their own choices that will be most important in deciding what their lives will be like in the future—not choices made by the government, nor by business leaders, nor by scientists.

These results are only a few of thousands of pieces of data that have emerged from The Weekly Reader National Survey. We would be glad to provide further data to those who are interested. Our next survey will be on Views of Education. We invite suggestions for the questions that you would like to see asked.

Dr. Terry Borton
Editor in Chief
Weekly Reader
245 Long Hill Road
Middletown, CT 06457

(203) 638-2628

PRAKKEN PUBLICATIONS, INC.

416 Longshore Drive, Ann Arbor, Michigan 48107 (313) 769-1211
Service to the field of education since 1935

Publishers of:
School Shop
THE EDUCATION DIGEST
industrial-education books

July 24, 1985

MEMORANDUM

To: Participants in Education Commission of the States Symposium on Citizenship Education and Character Development

From: Alan H. Jones, Executive Editor, Prakken Publications, Inc.

Subject: Publication of Civic Learning for Teachers: Capstone for Educational Reform, the Proceedings of the Seminar on Civic Learning in the Education of the Teaching Profession, November 11-13, 1984

It is my pleasure to share with you information on the Seminar on Civic Learning in the Education of the Teaching Profession which was held November 11-13, 1984, at the Hoover Institution on War, Revolution and Peace of Stanford University. The event was planned, organized, and chaired by Dr. R. Freeman Butts, with assistance from his Hoover colleagues Drs. Gerald A. Dorfman and Paul R. Hanna and Dr. Richard E. Gross of the School of Education at Stanford University.

The Seminar was sponsored by twelve major educational associations, foundations, and institutions, and attended by some sixty prominent leaders and scholars in the fields of education, the humanities, the social sciences, law, and public administration. Seventeen papers were prepared and delivered especially for the Seminar, and were followed by a series of discussions and the development of group recommendations.

Participants in the Seminar have maintained communication since the event last fall in order to work cooperatively in seeking implementation of the recommendations, which call for collaborative efforts on campuses and in the community to improve civic learning in the education of teachers and administrators in our public schools.

The proceedings of the Seminar have been published this summer in a 184-page volume entitled Civic Learning for Teachers: Capstone for Educational Reform. The book contains an introduction by Dr. Butts, listing of Seminar sponsors and participants, the seventeen Seminar papers, overviews of the discussions, and presentation of the recommendations. The volume has been published and distributed to the organizations and individuals involved in the Seminar, as well as to selected other educational and civic leaders, with support from the Kettering Foundation. Copies of the volume are available from Prakken Publications, Inc., for $10 each, and order forms are available at this symposium.

PRAKKEN PUBLICATIONS, INC.

416 Longshore Drive, Ann Arbor, Michigan 48107 (313) 769-1211
Service to the field of education since 1935

Publishers of:
School Shop
THE EDUCATION DIGEST
industrial-education books

NOW AVAILABLE FROM PRAKKEN PUBLICATIONS:

Civic Learning for Teachers: Capstone for Educational Reform

Proceedings of the Seminar on Civic Learning in the Education of the Teaching Profession

Held November 11-13, 1984
at the
Hoover Institution on War, Revolution and Peace
Stanford University, Stanford, California

184 pages - $10 each plus postage and handling (quantity discounts available)

- -

Order Blank: Civic Learning for Teachers: Capstone for Educational Reform

Name _____

Address _____

_____

Payment enclosed (payable to Prakken Publications) for _____ copy/ies at $10 each (no postage and handling charged on prepaid orders)

Billed or charged order for _____ copy/ies at $10 each (plus postage and handling)
Institutional billing or invoice number _____

Credit card (Visa ____ or Mastercard ____) - Card # _____

Card expiration date _____ Signature _____

Mail order to: Prakken Publications, P. O. Box 8623, Ann Arbor, Michigan 48107

Prakken Publications

Domestic Policy Association
5335 Far Hills Avenue
Dayton, Ohio 45429

(513) 434-7300

NATIONAL ISSUES FORUM

Domestic Policy Association

Four years ago the Domestic Policy Association (DPA) was formed to bring Americans together to discuss urgent public issues. A nonprofit, nonpartisan association, DPA consists of a nationwide network of organizations including libraries, colleges, museums, service clubs, community organizations, and family and friends.

Citizen meetings, known as the National Issues Forum (NIF), convene each fall to discuss three yearly issues chosen by local organizers. Akin to the traditional town meetings, NIF offers an opportunity for citizens to speak their minds, and to "work through" the issues in order to discover common ground.

This year's issues for discussion are: Taxes: Who Should Pay and Why?--an issue of tax reform that concerns every American; The Soviets: What Is the Conflict About?--an issue of US-Soviet relations; and Welfare: Who Should Be Entitled to Public Help?--an issue that takes a look at reassessing the welfare state.

NIF participants' opinions are tabulated and presented to local and national policymakers. In addition, the association invites citizens to participate in a citizen-policymaker conference at a Presidential Library, a teleconference between policymakers and citizens around the country, and briefings of congressional and White House staffs during Washington Week.

You are invited to take part in NIF. To learn where meetings are to be held in your area, or for more information, the Domestic Policy Association welcomes your questions. Write to: The Domestic Policy Association, 5335 Far Hills Avenue, Dayton, OH 45429.

Cities in Schools

- is a national, nonprofit corporation dedicated to coordinating human services and delivering them to at-risk youth and their families through the supportive environment of the school or alternate educational site.
- enables youth and their families to have access to a broad range of needed services by establishing a coordinated delivery system of city resources within an educational setting.
- improves the efficiency of existing human service programs by creating teams to facilitate the delivery of services in schools, freeing teachers to teach.
- uses the resources of the local business community through the creation of public/private partnerships that coordinate rather than duplicate existing services.
- designs this service delivery process for implementation nationwide in cities desiring more comprehensive change strategies in human service programs focusing on the youth population.
- represents 25 years of experience in addressing the needs of youth and their families. From this extensive experiential base comes the knowledge of principles that *work*. Applying them is a challenge in which both the public and private sectors can play major roles.

The Community

Virtually every community in the country has an untapped reservoir of personnel and information. What is lacking is the requisite collaborative process.

Willard Wirtz
Former U.S. Secretary of Labor

Building bridges between a school and the community in which it exists can become the key to diffusing the pressures which so many students experience today. In both the private and public sectors, people are beginning to realize that the quality of life in a community is linked to the quality of its education.

In the Carnegie Foundation's comprehensive study on secondary education, Dr. Ernest Boyer observed that "at every school we visited, the counselors were shockingly overloaded. High schools must become 'connected' institutions, creating networks and specialty schools, drawing upon resources beyond the campus."

Students enter schools with complex sets of problems and needs. Society seems to demand that schools "fix" them. Yet schools have limited control over the multiple factors pressuring our youth.

While the mandate may be clear, an effective methodology is not. The public's general perception tends to be that huge sums of money have already been allocated for public education. The question is, why aren't the problems solved?

The answer lies not in the depth of our resources or our resolve, but in examining the patchwork nature of our total aid resources. The specialized human services offered by most communities tend to treat people as composites of discrete problems to be addressed in isolation. The systems are not set up to deal with a *whole person* in coordination with other significant influences in an individual's life. As a result, some services may be duplicated while others never reach those who need them most. Lack of coordination results not only in reduced efficiency, but it also breeds a lack of personalism. Since each person seeking help must deal with so many different service providers, in-depth contact is limited.

Within this fragmented approach, the lack of community outreach compounds the problem, especially in larger cities. A person needing help, frequently uneducated and unskilled in terms of negotiating the system, must travel to several different places to seek out services. When the person in need is a child, this 'solution' often seems more overwhelming than the problem.

It is clear that new approaches to provide meaningful assistance for youth-related problems must be developed. Those who are at risk of dropping out, or who have already done so, may not have access to our existing human services as they are presently configured. A new comprehensive strategy must be designed. This integrated approach is the goal of Cities in Schools.

The Structure

Cities in Schools makes sense to me because it views the education of all our young people as a responsibility all of us must share if we are to be successful. The program uses what each of us can contribute.

Andrew Young
Mayor of Atlanta and
Former U.N. Ambassador

The purpose is strikingly simple: re-direct the resources of a community so that they are coordinated in the place where they can most effectively make a difference for the youth of a community. That place is an educational site where the youth are required by law to be. CIS has the potential to bring together the collective energies of a community and to serve as a vital communications link.

By establishing a coordinated program within the school environment, CIS provides an ongoing support group made up of varied personnel. Counselors, social workers, remedial instructors and recreational specialists are assigned to schools by public and private agencies on a part-time or full-time basis. Functioning in teams, they provide a versatility and continuity of care that addresses individual needs. Coordinated by CIS, the talents and insights of each team member are applied to student needs on a comprehensive basis. Not only does this approach minimize duplication of services, it provides the *personalism* that makes it possible for students to see the benefits of staying in school.

By repositioning staff and resources from existing institutions, CIS enables a city to optimize its resources and services without massive amounts of new funding. The multidisciplined staff makes it possible to work in small, easily manageable units, which encourages the cooperation and support of teachers and principals. In an age when schools have had to take on so many of the parenting responsibilities neglected at home, educators are grateful for the professional help provided by CIS counselors. Too often the school becomes a "crisis center" where teachers are expected to handle a whole range of emotional and disciplinary problems and to teach as well.

The accessibility of the CIS team also encourages the parents to approach the school environment in a new way. Once a child has been referred to CIS because of either academic or behavioral difficulties, the parents can be involved directly in the assistance process. Consistent follow-up, by telephone and in person, increases the involvement of parents in the progress of the child. Whether the problems involve special tutoring, counseling, legal aid, day care, health or nutritional assistance, CIS provides and coordinates that help with the knowledge and support of the student's family. This type of teamwork fosters *accountability*.

Early intervention is key to the CIS approach, which is aimed at solving personal problems before they become obstacles to staying in school. Truancy, academic underachievement and disruptive behavior are warning signals for students who are at risk of dropping out. Through this preventive approach, students and their families receive assistance on an ongoing basis, not simply when problems reach crisis proportions. With services available to a family in a personal, integrated way, a student has a greater chance for success in the school environment.

The CIS partnership is composed of all kinds of people—licensed reading instructors, employment counselors, parks and recreation personnel, scout leaders, college tutors and community volunteers, among others. They draw upon the resources of the community in equally varied ways. Local YMCAs share facilities; physicians and lawyers donate services; universities provide tutors; congregations provide office space and local businesses offer job training programs and materials. Cities in Schools is built upon the premise that the resources to solve the problems of youth exist within local communities. The question is *how* to effectively mobilize them throughout the country.

> We propose that "a national 'Partnership' between the federal government and the private sector be established. The purpose of this partnership would be to replicate the approach of integrated service delivery in schools similar to that utilized by Cities in Schools."
>
> *1984 President's Commission on Industrial Competitiveness*

Partnerships have been the backbone of the CIS program since its founding members began working with dropouts in the early 1960s. Store front "street academies" were set up in New York City staffed by both educators and social service personnel. Primary supporters were large corporations such as Union Carbide, American Airlines, IBM, McGraw Hill, ARCO, American Express, Standard Oil of New Jersey, Singer Corporation and First National City Bank. Through responding both to educational and non-educational problems, the partnership proved effective in redirecting students who had dropped out of school.

By 1974, the CIS prototype was being tested in other cities, with backing from the Lilly Endowment and other private sources. Programs such as that in Atlanta showed the underlying principles of CIS to be sound. By 1976, this new program had tripled in size, and an additional project site was established in New York City.

In 1977, a national CIS office was opened with a board of directors that encompassed the leadership of both the private and public sectors. Another project demonstration site commenced in Washington, D.C., where dropout rates have always been among the highest in the nation. By the end of 1977, the public sector had moved ahead in participating in the CIS partnerships; 40 federal and city government agencies were repositioning existing staff to CIS sites. Practical linkages had been formed. It was clear that private dollars could help leverage public funds.

The CIS model also demonstrated successful linkages between different levels of government, bringing about collaboration between institutions that have typically worked in isolation. These partnerships recognize that the problems facing youth and their families are too complex to be solved by any single service agency working alone.

The CIS model is now operative in five states—New York, Pennsylvania, Georgia, Florida and Texas—and the District of Columbia. New projects are being explored in a number of other states as well. Each program is adapted to fit the complexities and needs of individual communities. The program is continually drawing local leadership into the role of identifying the problem areas and creating solutions. Local partnerships reflect the national model in their shared commitment to common principles, yet at the same time have both the authority and responsibility to shape the basic ideas to their unique needs.

When CIS is invited into a city, its first task is to assist the city leaders in identifying the needs, assessing the local commitment to solve the problems, and determining what resources are available to begin the process. CIS has learned that in addition to financial resources, American business has communication networks that can greatly facilitate the needed collaboration between the public and private sectors. Of the $30 billion a year that is provided for industry-based education, the American Society for Training and Development estimates that the majority of funds go for remedial learning. CIS offers the business community an opportunity to contribute to an alternate strategy.

The business world has responded in a whole host of ways: apprenticeship programs, Adopt-A-School programs, training facilities, materials, employee volunteers, grants, and part-time and summer employment plans. CIS works as a catalyst to mobilize the response potential within the private sector which, in turn, gains support in the public arena.

Cities in Schools seeks to bring about change in our human service delivery systems in order to serve our youth more effectively.

> In my 30 years as an administrator, I've never seen anything serve as a catalytic agent as [effectively as] Cities in Schools. It's a result-oriented mechanism. In Houston, it has produced results faster than any program we've tried, and we've tried many.
>
> Billy R. Reagan
> *General Superintendent*
> *Houston School District*

The Commitment . . . Next Steps

The challenge is clear. We need to make a difference, we need to change the direction of our dropout problem.

We can change schools from places that are experiencing violence, disciplinary, drug and alcohol problems, teenage pregnancy, and lack of achievement, to places that provide hope for the future.

But public/private partnerships don't just happen. They are complex, fragile and a whole lot of work. The potential is powerful. Each segment of our society—our families, our churches and synagogues, our governments, our businesses, our human service systems, our schools—represents a vital link.

In mobilizing the resources of a community, one can provide the kind of comprehensive network of services that will help keep students in the educational process, not push them out or let them leave. Our nation's schools are in a position to become producers of hope for tomorrow. Our future leaders are in these schools right now.

Cities in Schools
1110 Vermont Avenue, N.W.
Suite 1120
Washington, D.C. 20005
(202) 861-0230

Prepared under Grant No. 84-JN-AX-0008 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Assistance, Research, and Statistics, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Citizenship, Character, and Formal Education

Raymond English, Ethics and Public Policy Center
1030 - 15th Street, N.W., Washington, D.C. 20005

A healthy political society depends on the correct education of citizens. Plato and Aristotle recognized this, and it is still a valid proposition. However, the correct education of citizens in a pluralistic, rapidly changing society such as the United States today is a more complicated challenge than education for life in a Greek city-state. The challenge was further complicated in the 1960s and '70s when we decided to use formal education in public schools not merely to fit young people for citizenship in the known United States but to mold them for citizenship in a future, brave new United States designed by assorted reformers.

It was a glorious ambition. The only trouble was that it failed, as we should have known it would fail. Even in a totalitarian system such educational engineering results in mute resistance and cynicism. The failure of the manipulative programs of the '60s and '70s is the root of our anxiety today about the public schools' responsibilities for citizenship and character. What was once a fairly straightforward and limited responsibility of teachers to reinforce community standards of decency has become entangled in recipes for ethical relativism, cultural pluralism, nuclear disarmament, rewriting American history, elimination of religion, and other imagined ameliorations of our imperfect society.

It will take time to disabuse ourselves as educators of these delusions of power. Remember, if education could profoundly change society and its power structure, the politicians would take charge, and academic freedom would vanish.

I suggest that the public schools will best prepare young people for citizenship in a free society by observing the following general rules.

1. Recognize that the power of the schools to influence basic morals and character is narrowly limited. Human beings -- especially adolescents -- resist perceived manipulation of their emotions and attitudes.
2. Concentrate on the basic aims of formal education: knowledge and skills. In providing the environment, example, and high standards necessary for effective education the schools will form sound character traits and good citizenship habits without making a fuss about the process.
3. Reject the idea that training for democratic citizenship requires that schools be "run democratically." Before people can be free citizens they must learn discipline, obedience, responsibility, and respect for legitimate authority.
4. Avoid controversial moral issues such as abortion, "dying," pacifism, suicide, euthanasia, and the other topics beloved of ethical relativists. If the schools allow these topics to be discussed, they should insist that students deal with them in released time for religious or agnostic discussion in accordance with Zorach vs. Clauson. Any other solution infringes the separation of church and state and interferes with religious freedom.

I believe that these recommendations correspond to the Secretary of Education's "Three C's" for the schools: Character, Choice, and Content.

July 23, 1985

1984 Highlights . . .

Ethics and Public Policy Center

VALUES HAVE CONSEQUENCES

The Ethics and Public Policy Center, established in 1976, examines current issues in the light of enduring Western values. It is a non-profit and non-partisan educational organization supported by tax-deductible contributions. The Center reaches a broad leadership audience in the business, religious, academic, and public policy communities. Among its achievements in 1984 were these:

PUBLICATIONS

- **Books:** *Crisis and Opportunity: U.S. Policy in Central America and the Caribbean; Crisis in the Philippines: A Threat to U.S. Interests;* and *The Politics of Sentiment: Churches and Foreign Investment in South Africa.* (Also published: *Kernwaffen und Christliche Moral,* German edition of forthcoming Center book on ethics and nuclear arms.)
- **Essays:** *Central America in U.S. Domestic Politics; If East Europeans Could Vote: A Survey; The Grenada Mission;* and *Nuclear Arms and Soviet Aims.*
- **Sales:** More than 14,000 books and essays totaling over $57,000.
- **Publication orders** from: 50 states and 20 foreign countries; 57 colleges, universities, and theological schools, for classroom use (91 orders); 750 university and community libraries; many embassies, U.S. congressmen, and other government officials.
- **Quarterly newsletter** reached 8,500 readers.

CONFERENCES AND SEMINARS

- **National conference** on "Crime, Punishment, and the American Ethic" with 150 participants; addresses by Henry Denker, Joseph DiGenova, Ernest van den Haag, Rudolph Giuliani, J. Clifford Wallace, Patrick McGuigan, Norman Carlson, and Mark Cannon.
- **Annual dinner** for more than five hundred guests at the Washington Hilton. Shelby Cullom Davis Award for integrity and courage in public service presented to Paul Nitze. Speakers included Caspar Weinberger, John Tower, Elmo Zumwalt, and Clare Boothe Luce.
- **Capitol Hill reception** introducing *Crisis and Opportunity* to 200 guests; co-hosted by Rep. Jack Kemp (R-N.Y.) and House Majority Leader Jim Wright (D-Texas).
- **Eight dinner-seminars** with Robert Lundeen, Richard Schifter, Linda Chavez, Frederick Chien, Lew Lehrman, Mark Falcoff, John Danforth, and Michael Bourdeaux. **Luncheon-seminars** for Washington journalists and business leaders on such topics as Central America, Iraq, the Soviet Union, Poland, and "the morality of power."
- **Center consultation** on theological and ethical issues relating to capitalism and the U.S. economy; Elmo Zumwalt, Michael Novak, J. Brian Benestad, and Jude Dougherty addressed business, religious, and academic leaders.
- **Liberation theology conference** at Georgetown University with 150 participants; speakers included Avery Dulles, S.J., Richard John Neuhaus, and Harvey Cox.
- **Madison Club** breakfast addressed by Jack Kemp and Robert McFarlane.

MEDIA COVERAGE

- **Comment** on Center studies and activities in hundreds of secular and religious periodicals here and abroad, including the *New York Times,* the *Wall Street Journal, Foreign Affairs, U.S. News and World Report,* and the *National Catholic Register.*
- **Articles and letters** by staff in the *New York Times, National Review,* the *Washington Post, USA Today, Politique Internationale* (Paris), and other newspapers and journals.
- **Appearances** by Center staff and authors on radio and television in Washington, New York, Chicago, and Manila, on several nationally syndicated programs, and on the Voice of America.

FINANCIAL SUPPORT

The Center's 1984 financial support included:

- Grants from 15 foundations and 51 corporations.
- Contributions from more than 300 individuals.

OUTLOOK

Fifteen major studies are under way in 1985. Among the topics are the churches and multinational corporations, American Judaism and public policy, ethics and nuclear arms, religious repression in Eastern Europe, perspectives on liberation theology, and the World Council of Churches and international affairs. To complete them, we need continued and additional support. For further information please call or write:

Ernest W. Lefever, President
ETHICS AND PUBLIC POLICY CENTER
1030 Fifteenth Street N.W.—Suite 300
Washington, D.C. 20005
(202) 682-1200

The Ethics Resource Center is a non-profit, non-partisan, national organization dedicated to preserving personal, political, and economic freedoms by strengthening the ethical values which make them possible. The Center does research, consultation, and publication. The Center also develops and markets educational materials in ethics.

Values, character, moral and ethical education, all of which we refer to as values education, has long been an interest of the Center. The Center plans to publish an up-to-date catalogue of values education curricula so that educators can easily select the best available program for their needs. However, after completing the preliminary research for such a catalogue and talking with experts in the field of values education, the Center recognizes that a much larger effort is needed to provide relevant information on values programs in public schools.

Values programs are issues at the local, district, and state levels of the public education system, and the relevant information is scattered among those levels. Although collecting, cataloguing, and evaluating the various values programs and curricula is an enormous task, the Center believes that the potential benefits make such an undertaking highly desirable. It is the goal of The Ethics Resource Center to establish a comprehensive database for values education literature, programs, and curricula. In this way, information so difficult to obtain at present will be readily available for those who need access to it, either for classroom use or for research purposes.

The issue is urgent, as the debate on values education is being taken up with renewed vigor. Since some states are now mandating values and character programs, schools will need access to a database such as this in order to implement such directives. With the proposed database, educators will easily be able to locate values programs and curricula which suit their objectives.

The Ethics Resource Center would like to have a sense of your reactions to this project. We are therefore asking you to please fill out the attached survey and return it to us. Your suggestions on issues such as needs, marketability, and funding are of great interest to us and will allow our service to be as useful as possible. Please take the time to comment.

We deeply appreciate your help and prompt response.

Name.....

Position.....

Address.....

Which states of which you are especially concerned with values and character education?

What do you think is/are the best level(s) of the public education system to solicit for information on values education programs and curricula?

Do you think that the proposed service is necessary and valuable?
yes..... no.....
Do you have any suggestions on how we might make it more so?

Do you think that this service will be widely accepted and used?
yes..... no.....
By Whom?

Do you have any suggestions on how the Center might fund this project? Are you aware of any foundations which might be receptive to this sort of project?

Thank you for taking the time to respond to this survey. Please return completed forms to:

The Ethics Resource Center
1730 Rhode Island Ave., N.W.
Washington, D.C. 20036

THOMAS JEFFERSON RESEARCH CENTER

I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. Thomas Jefferson

It is the mission of the Thomas Jefferson Research Center to serve others by helping to promote the development of personal responsibility and ethical decision-making skills.

The Thomas Jefferson Research Center believes that:

* Personal responsibility and ethical decision-making skills are the foundation of personal freedom and our democractic society.

* Personal responsibility and ethical decision-making are teachable skills.

* Personal responsibility and ethical decision-making can and should be developed in a systematic way throughout childhood, adolescence, and adulthood.

* Personal responsibility and ethical decision-making skill development is cost-effective.

THOMAS JEFFERSON RESEARCH CENTER PROGRAMS FOR SCHOOLS DISTRICTS

The Thomas Jefferson Research Center works with school districts and interested community members to develop district-wide systematic programs in personal responsibility and ethical decision-making for youth in kindergarten through twelfth grade and for the adults who work with them. Each program is specifically designed to meet the needs of the particular community served.

Elements which may be included in these systematic programs are:

CLASSROOM CURRICULUM MATERIALS: The Center distributes the Character Education Curriculum developed by the American Institute for Character Education for elementary schools, our own Achievement Skills and How To Be Successful In Less Than Ten Minutes A Day programs for middle and junior high schools, and helps teachers to use their current materials in U. S. History and English at the high school level to teach character development. In addition, the Center helps school districts to implement a program entitled How To Live The Good Life Seminars in special counseling classes for high school, continuation schools and special school situations. The Center also works with school district personnel to develop other materials to meet local needs.

DEVELOPING A CADRE OF EXPERTS: The Center provides a two day

Personal Responsibility Skills Seminar for selected teachers, counselors, and community representatives to help develop a cadre of experts within each school community.

FOLLOW-UP INSERVICE TRAINING: The Center works with the district to develop a series of staff development sessions for teachers in such topics as time management, stress management, developing student self-esteem and strategies for teaching personal responsibility skills and ethical decision-making.

MONTHLY THEMES: The Center helps school districts develop monthly themes to reinforce the teaching of personal responsibility. (Integrity Month, Respect Month, A Month For Helping Others etc.)

NEWSLETTERS AND NEWS RELEASES: Center consultants work with school districts to develop general news releases and newsletters for parents with ideas to help reinforce the school program.

PARENT TRAINING: The Center can provide or train school district personnel to provide parent training to help parents work with the schools to help their children develop good personal responsibility and ethical decision-making skills.

CITIZENSHIP AND COMMUNITY SERVICE: The Center will help schools to set up community service projects to help others.

AUDIO-VISUAL MATERIALS: The Center will work with a school district to help it develop appropriate audio-visual support for their program within the school and for the community.

INCENTIVE PROGRAMS: The Center consultants may work with a school district to establish incentives for teachers, students and parents to increase the behavior of good citizenship.

FUND RAISING: The Center will work with a school district and interested community members to help them establish a development program to generate community support and funding for the school-based program, if needed.

DISTRICTS SERVICED: Some school districts the Center has worked with in the past year or is currently working with inside California include: San Bernardino, Compton, Fresno, Glendale, Los Angeles, Lynwood, Oakland, Pasadena, Rancho Santa Fe, Redlands, and Sacramento. Some school district outside of California the Center is currently involved with include: Baltimore, Chicago, Phoenix, Pittsburg, Rochester and Taylor Michigan, St. Louis and Tucson. Other Center projects include work with Alameda County Probation Department, Boy Scouts Of America, Hughes Corporation, Los Angeles County Probation Department, Northrop Corporation and the U. S. Department of Education.

THOMAS JEFFERSON RESEARCH CENTER
Telephone (818) 798 - 0791
1143 North Lake Avenue, Pasadena, California 91104

Research for Better Schools, Inc.
444 North Third Street, Philadelphia, Pennsylvania 19123 • (215) 574-9300

THINKING FOR EFFECTIVE CITIZENSHIP

The nation is witnessing a major new movement in education -- the need to improve students' cognitive development. There are two particular emphases in this movement. First is to advance higher order thinking, that is to enhance problem solving ability among all learners in general. Second is to remediate reasoning ability among youngsters who have not shown success in their previous academic experience. Many national responses to these emphases are evident: new materials are being produced in various content areas, teaching strategies are being advocated, aptitude, intelligence, and standardized achievement test batteries are being promoted, and standards and regulations are being drafted to put this new focus into place.

As the knowledge, skills, and attitudes that foster sound citizenship are being considered again by educators and lay groups, the importance of this movement to improve all students' cognitive development should not be overlooked. Much has been learned and is currently being studied in active research about the direct instruction of thinking abilities in the classroom. Nowhere is there a greater need to relate critical thinking and sound reasoning abilities than in the area of citizenship education. Nowhere is there a greater opportunity for the research community and educational practitioners to join their forces in forging a common program than in citizenship education.

One of the greatest needs of the school practitioner is to obtain research-based information on what is available and effective in the area of thinking skills instruction for the classroom teacher. RBS plans to develop collaboratively with other laboratories and agencies an information resource base on cognitive science and thinking skills instruction related to regular and remedial classroom preparation. Included in this base, drawn from research on K-12 populations in various school subjects including social studies and citizenship preparation, will be syntheses of effective practices and descriptions of specific teacher and student materials in the areas of curriculum development, instructional strategies, staff training, materials selection, and testing and assessment. The information in the laboratory base will be geared to the practitioner's being able to obtain and use the data for decision making at the school-site level relative to effective practices and curriculum. Programs such as those sponsored by the Education Commission of the States can also be included in the RBS Base.

RBS has developed key capability in the cognitive development area. Staff members have published significant studies about thinking skills and school instruction and are members of several important national committees working in this area. RBS personnel have a history of working with several large districts in the Mid-Atlantic region on thinking skills instruction, as well as with a number of state education agencies across the country who have reasoning goals in their overall programs. The laboratory has conducted forums and conferences on thinking skills instruction and related issues of school improvement, and has experience in designing the structure of, as well as in planning and managing, the information retrieval task that is the basis of inter-institutional collaboration.

RBS further plans to serve as the coordinator of various related informational resources of cognition and thinking skills through its computerized online database. Listings of educators working in the thinking skills area, pilot programs for staff development, and published materials available from commercial purveyors will be gathered, catalogued, and made available to practitioners via a national microcomputer network. At the same time, the laboratory plans to develop training and technical assistance programs in the thinking skills area for various educational agencies.

Those educators or agencies interested in pursuing thinking skills development in the context of citizen education are welcome to contact:

Dr. Barbara Z. Presseisen, Director
Thinking Skills Program
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

(215) 574-9300 X246